

# KY COUNCIL ON POSTSECONDARY EDUCATION ACADEMIC & STRATEGIC INITIATIVES COMMITTEE



January 9, 2020 - 1:00 PM  
CPE Offices, 2<sup>nd</sup> floor training room

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**I. Call to Order & Roll Call**

*\*Denotes Action Item(s)*

**II. Approval of the Minutes\***

**III. Proposed New Academic Programs for Review & Recommendation\***

- A. Morehead State University
  - 1. Bachelor of Science in Systems Integration Engineering
- B. University of Louisville
  - 1. Bachelor of Science in Business Administration
  - 2. Bachelor of Science in Urban Studies
- C. University of Kentucky
  - 1. Doctor of Social Work
  - 2. Masters of Arts in Applied Environmental and Sustainability Studies
  - 3. Doctor of Philosophy in Arts Administration

**IV. Data and Reports**

- A. Higher Education's Return on Investment Report
- B. 2020 Campus Data Briefings

**V. Review of Expiring Administrative Regulation**

- A. 13 KAR 2:025 – College preparatory education

**VI. Program Updates & Proposals**

- A. Essential Skills Profile Proposal
- B. Program Review System Update
- C. Upcoming Dual Credit Policy Changes

**VII. Upcoming Events**

- A. The Comebacker Convening: Improving Adult Access & Success
- B. 2020 Student Success Summit

**VIII. Adjournment**

*Next meeting: March 25, 2020 – 10:00 AM*

## **MINUTES**

### **Council on Postsecondary Education**

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Type: Academic & Strategic Initiatives Committee Meeting  
Date: October 8, 2019  
Time: 10:30 a.m.  
Location: Council on Postsecondary Education, Conference Room A

#### **CALL TO ORDER**

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The Academic & Strategic Initiatives (ASI) Committee met Tuesday, October 8, 2019, at 10:30 a.m., ET, at the CPE offices in Frankfort, Kentucky. Committee Chair Lori Harper presided.

#### **ATTENDANCE**

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Members who attended in person: OJ Oleka and Grant Minix.

Members who attended by teleconference: Lori Harper, Lucas Mentzer (joined at 10:45 a.m.) Vidya Ravichandran, and Sherrill Zimmerman.

Members who did not attend: Ben Brandstetter, Donna Moore, Robert Staat, and Brandon Wilson.

Heather Faesy, CPE's senior associate for Board Relations, listened to the recorded audio of the meeting and served as recorder of the meeting minutes.

#### **APPROVAL OF THE MINUTES**

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The minutes of the June 14, 2019 Academic and Strategic Initiatives Committee meeting were approved as distributed.

#### **PROPOSED NEW ACADEMIC PROGRAM FOR REVIEW & RECOMMENDATION**

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Presenter: Melissa Bell, Vice President for Academic Affairs and Student Success

KRS 164.020(15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate,

baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

The ASI Committee has been delegated the responsibility of reviewing new programs and providing a formal recommendation to the full Council regarding approval.

### Murray State University

1) Master of Science: Cybersecurity Management

Program Contact: Dr. Robert Pervine, Associate Provost  
Marsha Ford, Program Director  
Victor Raj, Department Chair of Computer Science

The representatives answered several questions from the Council regarding the curriculum of the program and how it differs from the previous program, the role of the capstone program required for completion, how current case studies help the continuous development of the program, the types of positions graduates would be eligible for and how other courses offered by Murray State can accompany the program to strengthen employment prospects. Representatives stated that while an internship is not required for graduation, it is an available option and students are encouraged to participate. The program also provides a tract to a Master's of Business Administration. No additional faculty will be required for this program.

MOTION: Ms. Zimmerman moved the Committee recommend approval of the program to the Council for approval at its October 31, 2019 meeting. Mr. Mentzer seconded the motion.

VOTE: The motion passed.

## **2019 KENTUCKY POSTSECONDARY EDUCATION ROI REPORT AND CPE DATA PORTAL**

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Presenter: David Mahan, Associate Vice President of Data and Advanced Analytics

Dr. Mahan, presented highlights from an upcoming report that focuses on Kentucky postsecondary education's return on investment from both a student and state perspective. CPE staff anticipate the report being released in late October, and it follows the Kentucky high school graduating class of 2010 for 8 years and answers the following questions:

- Did they go to college?
- Did they graduate?
- How much aid did they receive?
- What were their out-of-pocket costs after financial aid?
- How much did they borrow?
- How much were they making compared to high school graduates?

Dr. Mahan also briefed the committee on CPE's new online data and information portal and CPE's growing number of publicly-available interactive data dashboards designed to help inform decision-making for policymakers, college faculty and staff, researchers and the general public. As of the meeting date, the data center includes the following interactive data tools:

- Academic Momentum: Effect of enrollment intensity on graduation rates
- Academic Program Inventory – Degrees and programs are available
- Degrees – Number, types and trends of degree attainment
- Diversity - Degrees, enrollment, retention and graduation rates.
- Dual Credit - Hours earned, locations and availability
- Enrollment - Fall headcount enrollment
- Enrollment and Graduate Counts by Major
- Financial Aid by Institution, Sector and State
- Graduation Rates - Two-, three-, four-, five- and six-year graduation rates
- Project Graduate - Enrollment, completions and degrees of students enrolled in the Project Graduate program
- Retention Rates - First to second year retention rates of first-time full-time freshmen

The following dashboards created by KYSTATS in partnership with CPE and other state agencies also are linked in the data portal:

- Employment - Employment outcomes of graduates
- High School Performance - Both individual high schools and their respective districts on numerous postsecondary metrics.
- Teacher Preparation - Teacher candidate demographics, progression and retention.
- Workforce Needs - Ties educational attainment to workforce outcomes, as well as shows Kentucky's future workforce needs.

Finally, Dr. Mahan discussed the research agenda for the next academic year:

- Return on Investment (Oct. 2019)
- Credential Production Report, Enrollment, Grad Rates (Nov. 2019)
- Dual Credit (Nov. 2019)
- County Profiles for Legislative Session (Nov. 2019)
- EMSI Analysis of Credential Production vs Workforce Demand (Jan. 2020)
  - o KY Engineers, KY Nurses/Healthcare, 60x30 Attainment Goal
- KY Student Unmet Need Analysis (Feb. 2020)
- Planned Topics with Academic Affairs: Teacher Prep Pipeline, Co-requisite Model, Curricular Complexity Influence on Student Completion, and College Readiness Alignment with K-12

## UPDATES AND ANNOUNCEMENTS

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Council staff presented a number of updates and announcements on the following topics:

- 1) New Academic Program Review Process and Academic Program Approval Process: Dr. Melissa Bell, CPE's Vice President of Academic Affairs and Student Success discussed conversations with the campus Chief Academic Officers and potential policy changes that will be coming to the committee at a future meeting. She also discussed the new contract with Gray Associates and how the new process will enhance academic program review.
- 2) Annual Review: State Diversity, Equity and Inclusion Plans – Dr. Dawn Offutt, Director of Initiatives for Diversity, Equity & Inclusion, discussed the Diversity Plan timeline for the next eight months and reported the next annual update will be provided at the June 2020 Council meeting. Campuses also are reviewing their strategies and may be submitting revisions to the CEO for approval at their next meeting.
- 3) 2019 Higher EDquity Symposium: The symposium will be held on November 14, 2019 at the University of Kentucky's Gatton Student Center. It will feature keynote speakers, plenary and breakout sessions designed to help campus leaders produce culturally competent graduates and create communities of belonging and engagement. Attendees will leave the symposium equipped with practical strategies and resources to use upon returning to campus.
- 4) Degrees When Due Initiative: Lee Nimocks, CPE's Chief of Staff and Vice President for Strategy discussed the Degrees when Due Initiative. Fourteen

Kentucky public colleges and universities will participate in Degrees When Due, a national initiative of the Institute for Higher Education Policy (IHEP) to help students who have some college credits complete their degrees. CPE will facilitate the state's participation in the initiative and through it, campus liaisons will learn best practices and reengagement strategies for students who have stopped out of their studies. Degrees When Due will grant campuses access to a variety of resources to help more students complete their degrees and help institutions audit students' previously earned credits to determine the most efficient pathway to graduation.

Participating universities include Eastern Kentucky University, Kentucky State University, Morehead State University, Northern Kentucky University, University of Kentucky and University of Louisville. Kentucky's universities will use the program to expand Project Graduate, a degree completion program for adults with 80 or more credit hours.

KCTCS colleges participating include Big Sandy Community and Technical College, Bluegrass Community and Technical College, Gateway Community and Technical College, Hazard Community and Technical College, Hopkinsville Community and Technical College, Madisonville Community and Technical College, Maysville Community and Technical College and Southcentral KY Community and Technical College.

- 5) 2020 Adult Learner Conference: Melissa Young, CPE's Director of Grants and Special Projects discussed the activities around the Adult Learner grant that was awarded in the spring of 2019, CPE's work with the Graduate! Network and related initiatives, and the upcoming Adult Learner Conference to be held on February 6-7, 2020 at the Louisville Marriott East.

## **ADJOURNMENT**

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The ASI Committee meeting adjourned at 12:15 p.m., ET.

**MINUTES REVIEWED AND APPROVED BY THE  
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE: \_\_\_\_\_**

**TITLE:** Proposed New Academic Programs for Review & Recommendation

**RECOMMENDATION:** Staff recommends the Committee accept the proposed New Academic Programs and recommend approval of each to the full Council at its January 24, 2020 meeting.

Morehead State University

- Systems Integration Engineering, B.S.

University of Louisville

- Business Administration, B.S.
- Urban Studies, B.S.

University of Kentucky

- Social Work, DSW
- Applied Environmental and Sustainability Studies, M.A.
- Arts Administration, Ph.D.

**PRESENTER:** Melissa Bell, Vice President of Academic Affairs, CPE

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**SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed the proposed programs and recommends approval by the board.

See attached the proposed program summaries submitted by the institutions, which provide detailed information on the following elements:

- Overview - Program description, CIP code, credit hours, institutional governing board approval date, and expected implementation date
- Market Demand – Justification of need and employer demand
- Unnecessary duplication justification
- Expected revenues and expenditures associated with implementation

## PROPOSED PROGRAM SUMMARY

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**Institution:** Morehead State University (MSU)

**Program Name:** Bachelor of Science - Systems Integration Engineering (BS-SIE)

**Program Description:** Systems Integration is a branch of engineering that combines mechanics, electronics, robotics, and systems control/automation in the design and manufacture of products and industrial processes. This multidisciplinary, systems integration approach is necessary to meet the complexities of modern manufacturing processes and systems. The proposed Systems Integration Engineering (SIE) program aims to produce graduates who are interdisciplinary professionals capable of designing, manufacturing and constructing mechatronic devices and systems, as well as automating industrial processes.

**CIP Code:** 14.2701

**Credit Hours:** 120

**(Tentative) Institutional Board Approval Date:** November, 2019

**Implementation Date:** August, 2020

### **Student Demand**

*Please note the expected enrollment over the first five years of the program.*

The enrollment projections listed in the table below are based on the historical trends and current enrollment in the Bachelor of Science in Engineering Management program, which will be replaced by the proposed Systems Integrated Engineering program. The demand we observe also comes in the form of inquiries from prospective students and their parents. There is a strong interest in the BS-SIE program because there are a growing number of Systems Integration jobs in Kentucky. A modest 10% increase in enrollment from year to year is anticipated.

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Student Enrollment	40	45	50	55	60

### **Market Demand**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

The proposed Systems Integration Engineering undergraduate program is a major upgrade of the current “Bachelor of Science in Engineering Management” program offered by MSU’s Department of Engineering and Technology Management (ETM).

Although graduates of current ETM programs have been quite successful in technical and engineering management positions in area industries, ETM Industrial Advisory Board members (representing more than 25 companies in the region) have consistently pointed out that there are numerous positions in their organizations requiring higher level systems integration skills. The type of program that would address these marketplace needs would produce graduates who understand principles/concepts associated with multiple traditional engineering disciplines (mechanics, electronics), as well as more contemporary engineering-based disciplines (robotics, mechatronics, systems). With a strong need for these types of professionals, graduates of this program will be more likely to stay in the region and serve local companies, thus helping to improve the quality of life in MSU's service region by increasing the pool of highly qualified engineering professionals.

**Employer Demand:**

*If the program is designed for students to enter the workforce immediately, please complete the following table.*

The following job-related data is compiled from the [Bureau of Labor Statistics' Occupational Outlook Handbook](#), the [Occupational Information Network \(O\\*NET\) online database](#), and the [Kentucky Center for Statistics](#).

	State	National	Growth Projections
<b>Type of Job</b>	Mechatronics Engineers, Manufacturing Engineers		
Average Wage	\$97,250		
# of Jobs	949	133,000	5% to 9%
<b>Type of Job</b>	Electro-Mechanical Engineering Technologists, Manufacturing Engineering Technologists		
Average Wage	\$62,230		
# of Jobs	974	77,000	5% to 9%
<b>Type of Job</b>	Electro-mechanical Technicians		
Average Wage		\$56,740	
# of Jobs	690	13,800	4%

**Academic Demand**

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

Not Applicable. The BS-SIE program is designed for students to enter the workforce immediately after graduation.

### **Unnecessary Duplication**

The NOI will pre-populate with similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.

The proposed Systems Integration Engineering program (CIP: 14.2701) is unique as there are currently no comparable programs in the state of Kentucky.

**Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

Not Applicable.

**Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

Not Applicable.

**Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

Not Applicable.

**Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

Not Applicable. There are no similar programs at other Kentucky institutions.

### **Cost**

Please provide a summary of revenues and expenditures.

The revenues are projected based on the student enrollment projections over next five years with a 80%-20% split between the in-state students and the out-of-state / international students. The expenses over next five years are projected based on the currently budgeted expenses for the BSEM program, which will be replaced by the new program.

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Projected Revenue over Next Five Years</b>	\$472,000	\$531,000	\$590,000	\$649,000	\$708,000

<b>Projected Expenses over Next Five Years</b>	\$120,000	\$132,000	\$145,000	\$157,000	\$168,000
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**Will additional faculty be needed?** *If yes, please explain how the institution will pay for these additional costs.*

No, additional faculty will not be needed at this time.

**Provide a budgetary rationale for creating this new program:** *This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

Since the proposed BS-SIE program is a major revision of the existing BSEM program at MSU, the new program will utilize currently budgeted funds for the BSEM program. No additional funding is required, thus making the new program implementation very efficient and cost-effective.



**Morehead State University**  
**BS - BACHELOR OF SCIENCE**  
**14.2701-Systems Engineering.**  
**Submission Date: 12/22/2019 07:50**

**Full Proposal - Basic Info**

**Institution :** Morehead State University  
**Program Type :** Single Institution  
**Program Name :** Systems Integration Engineering  
**Degree Level :** Baccalaureate  
**Degree Designation :** BACHELOR OF SCIENCE  
**CIP Code (2-Digit) :** 14-ENGINEERING.  
**CIP Code :** 14.2701-Systems Engineering.

**Academic Unit (e.g. Department, Division, School) :** Department  
**Name of Academic Unit :** Engineering and Technology Management  
**Name of Program Director :** Ahmad Zargari, Associate Dean

**Intended Date of Implementation :** 8/3/2020  
**Anticipated Date for Granting First Degrees :** 12/28/2019  
**Date of Governing Board Approval :** 12/19/2019

**Institutional Contact Information**

**First Name :** Laurie  
**Last Name :** Couch  
**Title :** Associate Provost for Undergraduate Education & Student Success  
**Email :** l.couch@moreheadstate.edu  
**Phone :** 606-783-2003



**Morehead State University**  
**BS - BACHELOR OF SCIENCE**  
**14.2701-Systems Engineering.**  
**Submission Date: 12/22/2019 07:50**

**Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

**1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

The main objective of the proposed Systems Integration Engineering program is to meet the pressing needs of industrial corporations in MSU's service region for highly skilled multidisciplinary engineering professionals. The 21st Century Center for Manufacturing Systems in the department has a strong infrastructure in place necessary to implement this new program. The center can provide significantly more training opportunities for qualified students in the university service region, who enter MSU with strong math and science preparation, to seek a higher-level engineering education.

**Specific Program Objectives:**

- Provide students with knowledge, skills, and experiences in Systems Integration Engineering.
- Provide an interdisciplinary curriculum in the systems control/automation areas to make program graduates more marketable and competitive when seeking engineering positions in a wider range of contemporary technology-driven enterprises.
- Increase the number of highly skilled engineering professionals to meet the workforce needs and performance expectations of industrial corporations in MSU's service region.

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

Morehead State University's strategic goals include supporting student success for a diverse and ever-changing world, achieving outcomes in alignment with the state's performance-based funding model, enhancing academic excellence, and enhancing rankings, reputation & regional responsiveness. The BSSIE program will contribute to MSU's mission by: (1) pursuing academic excellence through a unique, integrated engineering program, (2) focusing the curriculum on the needs of industry in order to enhance opportunities for program graduates, and (3) meeting the critical needs of Eastern Kentucky industries for engineering-related professionals.

The proposed program aligns with the statewide postsecondary education strategic agenda in the following ways:

- The program will provide opportunities for the underserved people in Eastern Kentucky for high-quality STEM education, thus supporting objectives 3 and 4 of the statewide strategic agenda.
- The program will provide a high-quality curriculum, which has three components: General Education courses, foundation courses in Mathematics and Sciences, and Systems Integration Engineering courses. This will help improve the career readiness and employability of the program graduates, thus supporting objectives 8 and 9 of the statewide strategic agenda.
- The program faculty will annually consult with the department's industrial advisory board to ensure quality, efficacy, and continuous improvement of the program. This is in alignment with objectives 10 and 11 of the statewide strategic agenda.



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**Submission Date: 12/22/2019 07:50**

**3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The proposed program aligns with the statewide postsecondary education strategic agenda in the following ways:

- The program will provide opportunities for the underserved people in Eastern Kentucky for high-quality STEM education, thus supporting objectives 3 and 4 of the statewide strategic agenda:
  - o Objective 3. Increase participation in postsecondary education, particularly among traditionally underserved populations.
  - o Objective 4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.
- The program will provide a high-quality curriculum which has three components: General Education courses, Foundation courses in Mathematics and Sciences, and Systems Integration Engineering courses. This curriculum will help improve the career readiness and employability of the program graduates, thus supporting objectives 8 and 9 of the statewide strategic agenda:
  - o Objective 8. Promote academic excellence through improvements in teaching and learning.
  - o Objective 9. Improve the career readiness and employability of postsecondary education graduates.
- The program faculty will annually consult with the department's industrial advisory board to ensure quality, efficacy, and continuous improvement of the program. This is in alignment with objectives 10 and 11 of the statewide strategic agenda:
  - o Objective 10. Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.
  - o Objective 11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

how the proposed program furthers the statewide implementation plan.

The BSSIE degree program will further the statewide implementation plan in the areas of Success and Impact.

In the area of Success, the BSSIE program will be implemented with the highest academic quality and excellence as measured by campus-specific metrics related to student success, academic excellence, and regional responsiveness. More specifically, the program will focus on:

- Recruiting a diverse and engaged population of students.
- Providing high impact learning practices (internships, student research fellowships, service learning, and mentorships) to our students through the program.
- Increasing student retention and timely degree completion through a robust course scheduling approach.
- Providing and maintaining high quality laboratories and IT infrastructure.
- Working closely with the department's Industrial Advisory Board to address the educational needs of our service region through continuous improvement of the program.



**Morehead State University**  
**BS - BACHELOR OF SCIENCE**  
**14.2701-Systems Engineering.**  
**Submission Date: 12/22/2019 07:50**

**4. Explain how the proposed program furthers the statewide implementation plan.**

how the proposed program furthers the statewide implementation plan.

The BSSIE degree program will further the statewide implementation plan in the areas of Success and Impact.

In the area of Success, the BSSIE program will be implemented with the highest academic quality and excellence as measured by campus-specific metrics related to student success, academic excellence, and regional responsiveness. More specifically, the program will focus on:

- Recruiting a diverse and engaged population of students.
- Providing high impact learning practices (internships, student research fellowships, service learning, and mentorships) to our students through the program.
- Increasing student retention and timely degree completion through a robust course scheduling approach.
- Providing and maintaining high quality laboratories and IT infrastructure.
- Working closely with the department's Industrial Advisory Board to address the educational needs of our service region through continuous improvement of the program.

For Impact, the BSSIE program will make the following contributions:

- The program will increase the number of STEM degrees in the Engineering area.
- There is strong employer demand for BSSIE graduates in our region. A recent report from MSU Career Services stated that in the last three years, a total of 476 full-time jobs and 78 internships/co-op opportunities were posted by various engineering organizations in MSU Eagle CareerNet for graduates of ETM programs. The majority of these postings required higher-level systems integration skills that would be provided by the BSSIE program. Thus, there will be many opportunities for BSSIE graduates to contribute to the economic development of the Commonwealth.
- There is large extramural funding for research and development activities in which the BSSIE students will be involved. The ETM department established the 21st Century Center for Manufacturing Systems specifically for multidisciplinary research and teaching. Currently, the faculty who support the Center are working on various mechatronics and robotics systems projects funded by Kentucky NSF EPSCoR.



Morehead State University  
BS - BACHELOR OF SCIENCE  
14.2701-Systems Engineering.  
Submission Date: 12/22/2019 07:50

**Full Proposal - Quality: Program Quality and Student Success**

**1. List all student learning outcomes of the program.**

Systems Integration Engineering graduates will possess an ability to:

1. Identify, formulate, and solve complex systems integration engineering problems by applying principles of multiple engineering disciplines, science, and mathematics
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. Communicate effectively with a range of audiences
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of systems integration engineering solutions in global, economic, environmental, and societal contexts
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

**2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**

The Systems Integration Engineering Curriculum consists of three main components: General Education Coursework, one-year of Mathematics and Science foundational coursework, and Systems Integration Engineering courses. The following table illustrates how these curricular components contribute to each Student Learning Outcome (SLO). Please see the attached course template for the details of each curriculum component.

SLO	General Education	Mathematics/Science coursework	Systems Integration Engineering Core
1	X		X
2	X		X
3	X		X
4	X		X
5	X		X
6	X		X
7	X		X

**3. Highlight any distinctive qualities of this proposed program.**

- The recently established 21st Century Center for Manufacturing Systems in the ETM department has a strong infrastructure in place necessary to implement the BSSIE program. The Center can provide significantly more training opportunities for qualified students to seek a higher-level engineering education. This center was established with a generous grant (\$497,505) from the James Graham Brown Foundation (JGBF) of Louisville.
- Following the JGBF grant, many companies in Kentucky provided grants to the department to support the engineering technology programs. Major contributors include Toyota Motor Manufacturing Kentucky (TMMK), Siemens, Kyosan Denso Manufacturing Kentucky (KDMK), Pentair, Boneal, Mazak Corporation, Mitsubishi Automotive, Mitutoyo, Precision Resources, Regal-Beloit America, and State Electric Supply.
- Most ETM faculty members have terminal degrees in various engineering disciplines and some have Professional Engineer (PE) certifications. Thus, the department is well positioned to offer the interdisciplinary engineering curriculum of the BSSIE program.
- Program faculty have a very active research agenda and have received several external and internal research grants. Many also work as consultants with companies in MSU's service region.
- ETM students regularly work with the faculty members as Undergraduate Research Fellows and work on innovative research projects in Engineering and Technology. Students regularly present research at the annual national ATMAE (Association of Technology, Management, and Applied Engineering) Conference, the annual Kentucky Academy of Science Conference, and MSU's Annual Celebration of Student Scholarship.



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**4. Will this program replace any existing program(s) or specializations within an existing program?**

YES

**Please specify.**

The current Bachelor of Science in Engineering Management program will be eliminated and replaced by the proposed BSSIE program.

**5. Include the projected faculty/student in major ratio.**

Based on our enrollment projections for the first five years, the BSSIE program is expected to have 53 majors by 2024. All courses in the program will be taught by the current ETM faculty members who also teach courses in other ETM programs. A separate faculty roster is included with the proposal that have listed 7 primary faculty members associated with the program and their respective qualifications. If we use the fractional teaching for these faculty, we have a full-time equivalent (FTE) of 2. So, the FTE/student majors is  $2/53 = 0.04$ , or 27 students per FTE. Of course, a number of courses required by the program are offered by other departments (e.g., General Education courses, Mathematics and Science courses), and their faculty are utilized.

**6. Is there a specialized accrediting agency related to this program?**

YES

**Please identify the agency.**

Accreditation Board for Engineering and Technology (ABET)

**Do you plan to seek accreditation?**

YES

**Please explain your plans for accreditation.**

As this program is anticipated to begin in Fall 2020, and we expect to have our first graduates in Spring 2024, we would begin the self-study portion of the accreditation process in Summer 2024. ABET has a detailed process to be followed once the self-study is submitted that would involve networking with ABET representatives, submitting a full application, and site visits. This process would culminate in an accredited BSSIE program approximately in the fall semester of 2026.

**7. Attach SACS Faculty Roster Form.**

MoSU BSSIE SACS FACULTY ROSTER FORM.doc

**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

The existing library resources (books and journal databases) available to the ETM Department students are sufficient. No additional library resources are anticipated.

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

The ETM Department facilities are located in two different buildings on campus: Lloyd Cassity Building and Reed Hall. The department has a dedicated laboratories and facilities manager (Mr. Jason Stepp) for maintaining these facilities and for providing technical support. The description of various ETM labs, their locations, and related equipment and software are provided below:

Design, Modeling, and Simulation Lab (Lloyd Cassity 215):

This lab has 50 high configuration computing machines for design and modeling work. The following software packages are available in the lab:

- Autodesk packages (e.g., AutoCAD, Inventor, Revit, etc.)
- SolidWorks
- MasterCAM
- ArchiCAD



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- IBM SPSS
- Suretrak
- Matlab
- Carlson Survey
- Microstation
- Microsoft Project
- Microsoft Office

Additionally the laboratory has the following equipment:

- One Stratasys Fortus 250mc 3D Printer
- One Stratasys Dimension 12sst 3D printer
- One Stratasys Mojo 3D Printer
- Mitutoyo Coordinate Measuring Machine (CMM)

**CAD Lab (LC 305):**

This lab has 25 high configuration computers with the same software installations as Lloyd Cassity 215.

**Materials Testing & Welding Lab (LC 208):**

This recently renovated lab has been separated into two distinct areas to allow for a better lab experience for ETM students. There is a Materials Testing area for testing materials and a Materials Prep/Welding area, with the following laboratory equipment available:

**Material Testing**

- Rockwell Hardness Tester
- Brinell Hardness Tester
- Optical Comparator
- Shimadzu Universal Testing Machine
- 2 - Metallurgical Microscopes

**Material Prep**

- 4 - AirCo Bumblebee II
- 3 - Lincoln Flextec Welder
- Miller Spot Welder
- Bailey Band Saw
- Powermatic Drill Press
- Scotchman Angle Shear
- Thermolyne Type 10500 Furnace
- Thelco Furnace Model 84
- Granite Smooth Measuring Surface Plate
- Astral Granite Smooth Measuring Surface Plate
- Lincoln MIG Welder station

**Robotics Lab (Reed Hall 114):**

Another recently renovated lab, the robotics lab is one half of the Manufacturing and Automation Lab. It is used for robotic courses, research, and other academic and industrial projects. The department is authorized to provide two levels of FANUC Robotics Certification training through this lab. Equipment in this lab includes:

- 5 - Fanuc robotics certification carts
- 2 - Delta robots designed and developed in-house

**Manufacturing Lab (LC 106/107):**



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The Manufacturing Lab is used to teach standard manufacturing practices as well as material preparation and lab safety techniques. This lab has the following machine tools:

- Astral Granite Smooth Measuring Surface Plate
- Milwaukee Model H
- Cincinnati No 2MH
- Porter Cable Belt Grinder
- Balder Grinder-Buffer
- Balder Grinder-Buffer
- Bailey Vertical Band Saw
- Bailey Horizontal Band Saw
- Brown & Sharpe Mill
- Enco Mill
- Dake Press
- PowerMatic Drill Press
- MillRite Mill
- 2 - Clausing-Metosa Lathe C1330S
- Grinder
- 2 - Leblonde Makino Regal Lathe
- Clausing Drill Press

**Lean manufacturing Lab (LC 103):**

This lab is used in Lean Manufacturing courses. It has the following equipment:

- XYZ CNC Router
- Jet Lathe
- Penn State Lathe
- SawStop Table Saw
- Sander
- Dust Collection Unit
- Drill Press

**Automated Manufacturing Lab (Reed Hall 100):**

This lab is used to teach students automated and flexible manufacturing skills, and has the following equipment:

- Amatrol Industrial Plastics Center
- 1 - Mazak CNC Lathe
- 2 - Mazak CNC Mill
- 2 - HAAS CNC MiniMill

**CMM lab (Reed Hall 106):**

The CMM lab is used to introduce ETM students to the Metrology science. The lab has a Brown and Sharpe Coordinate measuring machine which is controlled by an attached computer.

**Metal working Lab (Reed Hall 120):**

This lab has the following machine tools:

- Enco Drill Press
- Carver Laminating Press
- Delta Shear
- Keller Die Filer
- Wood Cabinet with Glass Doors
- Turbulent Flow Tank
- Plastic Press



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- Baldor Grinder
- Maximat 7 Lathe
- Metal Shear
- Ring and Circle Shear
- Slip Roll Forming Machine
- Box & Pan Brake
- Metal Brake
- PowerMatic Drill Press
- Wilton Drill Press
- Boice Crane Band Saw
- Frederick Metal Shear
- Berkray Metal Brake
- Dake Press

**Telecommunications and Networking Lab (LC 211):**

The telecommunications and networking lab is equipped with 16 HP computers. Additionally, the following equipment is available in the lab:

- 2 – Heathkit SO-4544 O-Scope
- 10 - HeathKit ETB-553A Wireless Comm. Circuit Board
- 6 - HeathKit ETW-5000 Comm. Trainers
- 6 - Altera UP2 Development Kit
- 6 - Cisco Model 1700
- Cisco 1600 Series
- 5 - Cisco Catalyst 2950 Switch
- Qty-10 Cisco 2600 Series
- Dell POWERedge
- Dell Dimension 4700 desktops
- 9 - Altera DE-2 Board Kits
- Cisco Catalyst 2950 Switches
- Tektronix TDS 2014 4-Channel Oscilloscope
- Agilent E4403B Spectrum Analyzer
- 6 - Heath ETW-544-A Fiber Optic Trainer and Acc.
- 12 - HeathKit ETW-3567 Trainer Backpack

**Programmable Logic Controller Lab (LC 311):**

The PLC lab has been upgraded with new PLC racks designed and built by the faculty and Lab Manager. Additionally, the lab has been upgraded to allow students to use virtual reality as a tool to use the PLCs and HMIs to control a fully functioning automated scenario. The following instruments are available in the PLC lab:

- Tektronix TDS 2014 O-Scope
- 8 Allen Bradley PLC stations – with AC drives, motors, switches, buttons, relays, etc.
- 8 HP PCs
- 8 Oculus Rift Units
- Tektronix 2225 O-Scope

**AC/DC electronics lab (LC 314):**

The AC/DC electronics lab is used to teach basic and advanced courses in AC and DC electronics and has following equipment:

- 12 - Simpson Analog Meter
- 20 - Multimeter



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- 15 - Global Industries Trainers
- 5 - Function Generator
- 8 - Universal Counter
- 7 - Tektronix 2225 O-Scope
- 17 - Heathkit ETW 3700 Digital Trainer
- 4 - Heathkit ETW 3567 Trainer Backpack
- 8 - Heathkit ETW 3800 Microprocessor Trainer
- 8 - Heathkit ETW 3600 Analog Trainer
- T922 O-Scope
- 7603 O-Scope
- 30 - Heathkit ETW 3567 Trainer Backpack
- 3 - Heathkit ETW 5000
- 4 - Heath 4554 O-Scope
- 4 - Agilent Function Generator 33220A
- 10 - Heathkit ETB 6102 AC Electronics Kit
- 10 - Heathkit ETB 6101 DC Electronics Kit

**Augmented and Virtual Reality Laboratory (LC 306):**

This lab is used for virtual and augmented reality teaching and research. In the near future, the lab will be used to develop training for students and industrial partners and is supported by an NSF grant. This lab currently has the following equipment, with more high-technology equipment added soon:

- Amatrol Mini-CIM (s/n: 1222) being retrofitted with Siemens equipment for certification

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

**Admission standards:**

In order to be unconditionally admitted to the BSSIE program, students must demonstrate strong mathematics preparation by having a ACT Math score of 27 or higher, or successfully completing (course grade of C or higher) all prerequisites for MATH 175 (Calculus I).

**Retention and completion standards:**

The department will follow the scholastic standards listed in Morehead State University's University Administrative Regulation 123. Students failing to meet these scholastic standards will be placed on academic probation. A student on academic probation may enroll in no more than 16 semester hours of course work (including MSU 099 - Learning for Success) during each probation semester and for no more than six semester hours of coursework during each summer session. Students on academic probation will be encouraged to retake as many classes as possible in which they earned a grade of E, D, or U. Students on academic probation will be required to participate in the Academic Recovery Program through the Office of Retention and Academic Advising.

The department will work closely with MSU's Student Support Services office (205 Allie Young Hall) and the Smith College of Business and Technology Student Services Center (located in 313 Combs Bldg.) regarding student retention-related issues. Professional Advisors in the Student Services Center will be responsible for advising students typically for the first two years. After that, students will be assigned a BSSIE program faculty advisor.

All BSSIE students will be encouraged to follow the semester-by-semester curriculum map in order to avoid scheduling issues, prerequisite conflicts, etc. and to facilitate timely completion of the program.

**10. Clearly state the degree completion requirements for the program.**

The program requires 52 credit hours in the Systems Engineering core, 33 credit hours in the Systems Integration Engineering track, and 37 credit hours of general education coursework. There is a 3-credit hours Senior Capstone Design Project course (ETM 499C).



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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	85	52	0	0

**12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

MoSU has well-established course transfer equivalencies with other Kentucky universities and the colleges in the KCTCS system. These course equivalencies address General Education, Mathematics, and Sciences coursework in the BSSIE program. Additionally, during the development of this preproposal, the ETM department has identified three new courses (shown below) from the KCTCS system that would be substituted for courses in engineering core curriculum of the BSSIE program. These course equivalencies would be formally recognized and communicated to KCTCS representatives.

KCTCS Course	BSSIE Engineering Core
IET 205 - Robot Maintenance	EMM 270 - Robotic Systems Applications
CAD 201- Parametric Modeling	EMM 203 - Computer Aided Design I
ELT 220 - Digital II	EEC 245 - Digital Electronics

The ETM department has articulation agreements with KCTCS colleges for our existing programs. The new articulation agreements related to the BSSIE program will be developed during the full proposal phase.

**13. List courses under the appropriate curricular headings.**

BSSIE CourseTemplate 2019.xlsx

**14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?**

YES

- NO Distance learning
- NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- YES Technology-enhanced instruction
- YES Evening/weekend/early morning classes
- NO Accelerated courses
- NO Instruction at nontraditional locations, such as employer worksite
- NO Courses with multiple entry, exit, and reentry points
- NO Courses with "rolling" entrance and completion times, based on self-pacing
- NO Modularized courses

**Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**

The Engineering and Technology department currently uses, and will continue to use, high-end technology in instruction. All students are involved in "hands-on" projects in most classes that use advanced fabrication equipment (3-D printer, Machine shop), mechatronic equipment, robotics programming, etc. Some classes may be offered in the evenings.



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**Full Proposal - Demand: Program Demand/Unnecessary Duplication**

**1. Student Demand:**

**a. Provide evidence of student demand at the regional, state and national levels.**

The demand we project comes in the form of inquiries from prospective students and their parents. Additionally, students enrolled in other undergraduate programs offered by the department, including the Bachelor of Science in Engineering Technology (BSET) and Bachelor of Science in Technology Management (BSTM) programs, have shown interest in the proposed BSSIE program. Enrollment projections for the program are also based on a growing number of Systems Integration jobs in Kentucky, thereby creating student interest in the program. ETM Industrial Advisory Board members (representing more than 25 companies in the region) have consistently pointed out that there are numerous positions in their organizations requiring higher-level systems integration skills.

The enrollment projections for the Systems Integration Engineering program are based on the historical trends and current enrollment in the Bachelor of Science in Engineering Management program, which will be replaced by the proposed program. The following table shows the number of students enrolled in the BSEM program over the past five years.

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Student Enrollment	28	34	32	31	33

Enrollment projections for the first five years of the BSSIE program are shown below. A modest 10% increase in enrollment from year to year is anticipated.

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Student Enrollment	35	39	43	48	53

With a strong need for Systems Integration Engineering professionals, graduates of this program will be more likely to stay in the region and serve local companies, thus helping to improve the quality of life in MSU's service region by increasing the pool of highly qualified engineering professionals.

**b. Identify the applicant pool and how they will be reached.**

The ETM department contacts students during Open House events and "Meet MSU" nights at outlying locations. A number of students also contact our Enrollment Services Office directly, and we provide 20-25 tours of the facility each year for prospective students. The department has articulation agreements with KCTCS colleges for our existing programs. The new articulation agreements related to the Systems Integration Engineering program will be developed after the program proposal is approved.

**c. Describe the student recruitment and selection process.**

Students are recruited mainly through Open House events and "Meet MSU" nights. The BSSIE program would have no criteria beyond those for the university for conditional admission to the program. In order to be unconditionally admitted to the BSSIE program, students must demonstrate Mathematics preparation with a minimum Math ACT score of 27 or by successfully completing all prerequisites for MATH 175.

**d. Identify the primary feeders for the program.**

The primary feeders for this program are high school students. They are recruited mainly through Open House events and "Meet MSU" nights.



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**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

The enrollment projections for the BSSIE program are based on the historical trends and current enrollment in the Bachelor of Science in Engineering Management program, which will be replaced by the proposed program. The following table shows the number of students enrolled in the BSEM program over the past five years.

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Student Enrollment	28	34	32	31	33

After successful implementation of the BSSIE program, the growth is likely to continue at a modest 10% increase in enrollment year to year.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2020-2021	0	35
2021-2022	0	39
2022-2023	0	43
2023-2024	12	48
2024-2025	13	53

**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

Graduates of the Systems Integration Engineering program will be interdisciplinary professionals, who focus on the functionality of the entire system (hardware, software, as well as network functions), as opposed to individual components in isolation. They are responsible for ensuring the various components of the system are well integrated and function together with appropriate performance and security. The type of jobs available for the BSSIE graduates include: Systems Integration Engineer, Mechatronics Engineers, Manufacturing Engineers, Electro-Mechanical Engineering Technologists, Manufacturing Engineering Technologists, etc.

The following job-related data is compiled from the Bureau of Labor Statistics' Occupational Outlook Handbook, the Occupational Information Network (O\*NET) online database, and the Kentucky Center for Statistics.

	State	National	Growth Projections
Type of Job	Systems Integration Engineer		
Average wage	\$114,600		
# of current jobs	250	73,600	5%
Type of Job	Mechatronics Engineers, Manufacturing Engineers		
Average wage	\$96,980		
# of current jobs	949	133,000	5% to 9%
Type of Job	Electro-Mechanical Engineering Technologists, Manufacturing Engineering Technologists		
Average wage	\$63,200		
# of current jobs	974	77,000	5% to 9%



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**3. Academic Disciplinary Needs:**

The BSSIE program proposal is a response to employer demand. Although graduates of current ETM programs have been quite successful in technical and engineering management positions in area industries, ETM Industrial Advisory Board members have indicated that numerous positions in their organizations require higher-level systems integration skills. An engineering program addressing these marketplace needs would produce graduates who understand principles/concepts associated with multiple traditional engineering disciplines (mechanics, electronics), as well as more contemporary engineering-based disciplines (robotics, mechatronics, systems). This integrated approach is captured in the proposed BSSIE program.

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

(Should not be blank)

**4. Similar programs:**

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

NO

**Would your institution like to make this program available through the Academic Common Market?**

NO

**b. Our records indicate the following similar programs exist at public institutions in Kentucky.**

**---- No Programs Exist----**



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

**1. Will this program require additional resources?**

NO

**2. Will this program impact existing programs and/or organizational units within your institution?**

YES

**Please describe the impact.**

After successful implementation of the BSSIE program, the BSEM (Engineering Management) program currently offered by the ETM department will be eliminated.

**3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.**

The BSSIE program requires no additional resources. The program proposal is a response to employer demand. Although graduates of current ETM programs have been quite successful in technical and engineering management positions in area industries, ETM Industrial Advisory Board members have indicated that numerous positions in their organizations require higher-level systems integration skills. An engineering program addressing these marketplace needs would produce graduates who understand principles/concepts associated with multiple traditional engineering disciplines (mechanics, electronics), as well as more contemporary engineering-based disciplines (robotics, mechatronics, systems). This integrated approach is captured in the proposed BSSIE program.

With a strong need for Systems Integration Engineering professionals, graduates of this program will be more likely to stay in the region and serve local companies, thus helping to improve the quality of life in MSU's service region by increasing the pool of highly qualified engineering professionals.



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A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Total Resources Available from Other Non-State Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>State Resources</b>						
	New :	0	0	0	0	0
	Existing :	35928	35928	35928	35928	35928
Narrative Explanation/Justification :		This amount reflects the cost of the department budgetary allotments for basic things like Supplies, Travel, Telephone, Copies, etc. All the existing programs in the Engineering and Technology Management Department share these resources.				
<b>Internal</b>						
	Allocation :	0	0	0	0	0
	Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Student Tuition</b>						
	New :	0	48144	49107	62611	63863
	Existing :	413000	469404	527899	601068	676953
Narrative Explanation/Justification :		The student tuition figures are calculated based on the BSSIE student enrollment projections over next five years with an 80%-20% split between the in-state students and the out-of-state /international students. The current in-state tuition rate is approximately \$9,000 per year and the out of state / international student tuition rate is approximately \$23,000 per year including mandatory fees. Additionally, a nominal 2% increase in tuition expense is assumed from year-to-year.				
<b>Total</b>						
	New :	\$0	\$48,144	\$49,107	\$62,611	\$63,863
	Existing :	\$448,928	\$505,332	\$563,827	\$636,996	\$712,881
<b>Total Funding Sources :</b>		<b>\$448,928</b>	<b>\$553,476</b>	<b>\$612,934</b>	<b>\$699,607</b>	<b>\$776,744</b>
<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>						
	New :	0	0	0	0	0
	Existing :	20000	20000	20000	20000	20000



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
<b>Other Professional</b>						
	New :	0	0	0	0	0
	Existing :	10833	10833	10833	10833	10833
<b>Faculty</b>						
	New :	0	0	0	0	0
	Existing :	145857	145857	145857	145857	145857
<b>Graduate Assistants (if master's or doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Student Employees</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	No new administrative, staff, or faculty personnel will be required for the proposed BSSIE program. The existing administrative expense is estimated as a share of the current salary of the Associate Dean of the School of Engineering and Computer Science that will be allocated to the BSSIE program. The existing staff expense is estimated as a share of the current salaries of the School Secretary and Lab Manager that will be allocated to the BSSIE program. The existing faculty expense is estimated as a share of the current salaries of the ETM department faculty members that will be allocated to the BSSIE program.				
<b>Equipment and Instructional Materials</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	n/a				
<b>Library</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	n/a				
<b>Contractual Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	n/a				
<b>Academic and/or Student Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	n/a				



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<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Other Support Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Faculty Development</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Assessment</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Student Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Faculty Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Other</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		n/a				
<b>Total</b>						
	New :	\$0	\$0	\$0	\$0	\$0
	Existing :	\$176,690	\$176,690	\$176,690	\$176,690	\$176,690
<b>Total Budget Expenses/Requirements :</b>		<b>\$176,690</b>	<b>\$176,690</b>	<b>\$176,690</b>	<b>\$176,690</b>	<b>\$176,690</b>
<b>Grand Total</b>						
<b>Total Net Cost :</b>		<b>\$272,238</b>	<b>\$376,786</b>	<b>\$436,244</b>	<b>\$522,917</b>	<b>\$600,054</b>



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## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

The student learning outcomes for the BSSIE program were developed by the ETM faculty and were validated by the department's industrial advisory board.

1. Identify, formulate, and solve complex systems integration engineering problems by applying principles of multiple engineering disciplines, science, and mathematics (MATH 275, MATH 276, MATH 363, MATH 353, PHYS 231, PHYS 232, CHEM 111, SE 170, EEC 141, EEC 355, EMM 186, EMM 203, EMM 270, SE 330, ETM 499C, EEC 241, EEC 245, EEC 445, EEC 346, EEC 345, EMM 286, EMM 370, SE 443, SE 415, SE 488)
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (EMM 103, SE 170, EEC 141, EEC 355, EMM 186, EMM 203, SE 330, ETM 499C, ETM 300, SE 443, SE 415, EMM 415)
3. Communicate effectively with a range of audiences (SE 170, EEC 141, EEC 355, ETM 499C, ETM 300, SE 443)
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of systems integration engineering solutions in global, economic, environmental, and societal contexts (SE 170, EEC 141, EEC 355, SE 330, ETM 499C, ETM 300, SE 488, EMM 415)
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (SE 170, EEC 141, EEC 355, ETM 499C, SE 443, SE 415, SE 488)
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (SE 170, EEC 141, EEC 355, ETM 499C, EEC 445, SE 443, SE 415, SE 488, EMM 415, MATH 353)
7. Acquire and apply new knowledge as needed, using appropriate learning strategies (SE 170, EEC 141, EEC 355, EMM 203, EMM 270, ETM 499C, EEC 241, EEC 245, EEC 445, EEC 346, EEC 345, EMM 286, EMM 370, SE 443, SE 415, SE 488).

#### b. When will the components be evaluated?

Since all of these courses will be offered every year, assessment of the outcomes will be measured each year, more specifically, in the semester in which the course is offered. The curriculum map attached with this proposal shows which courses will be offered during which semester (Fall/Spring).

#### c. When will the data be collected?

The data will be collected in December or May depending on the semester in which the course is offered.

#### d. How will the data be collected?

The data will be collected in appropriate program courses and documented through the campus-wide program assessment protocol (WEAVE).

#### e. What will be the benchmarks and/or targets to be achieved?

To evaluate the performance of students on each student learning outcome evaluated through the BSSIE courses, ETM faculty have agreed to use benchmarks/targets similar to the ones established by MSU's assessment office for the General Education courses. We will require 70% of students to achieve 70% or more on each assessment activity used for the assessment.

#### f. What individuals or groups will be responsible for data collection?

Instructors of specific courses will be responsible for data collection. The instructional faculty will submit the data to the Associate Dean, Ahmad Zargari, who will serve as the program coordinator.



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**g. How will the data and findings be shared with faculty?**

The Associate Dean will share the annual Assessment reports with the faculty. There will be a special meeting called for ETM faculty and staff at the end of each academic year to review and discuss the findings, to develop action plans based on these results, and to modify assessment plans (where applicable) based on a continuous improvement philosophy.

**h. How will the data be used for making programmatic improvements?**

In a specially called assessment review meeting, the ETM faculty and staff providing the program content will evaluate the results, and modify course materials, and the curriculum if needed.

**2. What are the measures of teaching effectiveness?**

Quality of instruction will be evaluated in the program in the following ways:

Annual faculty performance evaluations by the School of Engineering & Computer Science (SECS) Associate Dean.

Student evaluation surveys: Tenure-track faculty members are required to conduct student evaluation surveys for two courses each semester, and tenured professors are required to conduct this survey for one class each semester. These surveys are administered using a University-approved evaluation instrument.

Graduating Student Surveys: BSSIE graduating students will complete a graduating student survey during their last semester.

**3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

Annual faculty performance evaluations by the SECS Associate Dean will provide specific feedback for each faculty member related to his/her strengths and weaknesses in teaching and strategies to improve teaching effectiveness.

Student evaluation surveys will provide opportunity for students to provide feedback on their progress in achieving specific learning objectives that are identified by the instructor, while adjusting for extraneous circumstances like class size. The survey diagnostic will provide specific feedback on teaching methods and practice that can be used for improving pedagogy.

Graduating student surveys will provide an opportunity for students to provide their feedback on BSSIE program instruction quality. The survey results will be shared with BSSIE instructional faculty and appropriate action plans will be discussed to improve overall teaching effectiveness of the faculty on an ongoing basis.



**Morehead State University**  
**BS - BACHELOR OF SCIENCE**  
**14.2701-Systems Engineering.**  
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**4. What are the plans to evaluate students' post-graduate success?**

The ETM Department will use the Alumni Survey for evaluation of BSSIE students' post graduate success.

Assessment Activity	Assessment Frequency	Collection Date	Responsibility
Alumni Survey	Every three years	Spring semester	Associate Dean/Prog Coor

The following questions will be asked in the survey:

- How satisfied are you with your college experience at Morehead State University?
- Since graduating from Morehead State University, have you sought employment?
- Did you seek employment related to your major or area of study?
- Did you gain employment?
- Was the employment you gained related to your major or area of study?
- Is your job in Kentucky?
- What type of job did you acquire?
- Who is your employer?
- Since graduating from Morehead State University, have you sought admission to graduate school (or other advanced training program)?
- Were you admitted to graduate school after graduating from MSU?
- Did you attend graduate school after graduating from MSU?
- How satisfied are you with the education you received in the BSSIE program?
- What do you see as the strength(s) of MSU's BSSIE degree program?
- What do you see as the weakness(es) of MSU's BSSIE degree program?
- Think about the skills you learned in your major. Please identify which skills have been useful in your career.



## Systems Integration Engineering (CIP: 14.2701)

### Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or	Credit Hours	Existing (E) or
MATH	175	Calculus I	Functions and graphs; limits; continuity; differentiation; applications of the derivative; integration; applications of the definite integral. This course satisfies the required core-math reasoning for general education.	P	4	E
MATH	275	Calculus II	Differentiation and integration of exponential, logarithmic, and trigonometric functions; techniques of integration; numerical methods; improper integrals, infinite series; polar coordinates.	P	4	E
MATH	276	Calculus III	Polar coordinates; parametric equations; vectors; differential calculus of functions of several variables; multiple integration; vector calculus.	P	4	E
MATH	363	Differential Equations	Special types of first order differential equations; linear differential equations; operator methods; Laplace transforms; series methods; applications.	P	3	E
MATH	353	Statistics	The purpose of this course is to present key concepts from a non-calculus point of view in descriptive statistics, probability, discrete and continuous distributions, regression and correlation analysis and modeling, sampling distributions, confidence intervals and hypothesis tests for one and two population parameters, and one-way analysis of variance. Applications will be in a wide variety of fields. Technology integration will be restricted to the ones used in the scientific community.	P	3	E
MATH	231	Engineering Physics I	Introduction to physics for scientists and engineers. Motion, statics, kinematics and dynamics of linear and rotational motion. Work, energy and power. Gravitational fields, waves and fluids. Thermal properties of matter and heat transfer.	P	4	E
PHYS	231A	Engineering Physics I Lab	Laboratory for PHYS 231.	P	1	E
PHYS	232	Engineering Physics II	Electromagnetism, optics, atomic and nuclear physics.	P	4	E
PHYS	232A	Engineering Physics II Lab	Laboratory for PHYS 232.	P	1	E
	111 & 111L	Principles of Chemistry I	An introduction to stoichiometry and chemical equations, electronic structure of atoms and molecules, periodic properties, gases, phases equilibria and solutions, with laboratory. Primarily for natural science and pre-professional students.	P	4	E
CHEM	300	Technology and Society	A study of the issues that arise as technology becomes a creative human enterprise. Students will be engaged in reading, dialog and group activities in order to increase their abilities to identify and assess the implications and ramifications of productively living in a technological society.	C	3	E
ETM	203	Computer Aided Design I	This course provides a broad introduction to 2-D and 3-D computer-aided design and modeling. Students will learn how to use CAD software programs to model individual parts and assemblies, as well as create final working drawings with dimensions and tolerances.	C	3	E
EMM	243	Programming for Engineers	An introduction to fundamentals of electricity and electronics, including electronics principles, components, quantities, measurements and design and analysis of DC circuits.	C	3	N
	141	Fundamentals of Electric Circuits	An introduction to fundamentals of electricity and electronics, including electronics principles, components, quantities, measurements and design and analysis of DC circuits.	C	3	E
EEC	215	Control Systems Engineering	Ferrous and nonferrous metals, basic metallurgy and heat treating, sheet metal, basic welding, casting, forging, manufacturing processes and concepts.	C	3	E
	186	Manufacturing Processes	Ferrous and nonferrous metals, basic metallurgy and heat treating, sheet metal, basic welding, casting, forging, manufacturing processes and concepts.	C	3	E
EMM	170	Introduction to Systems Integration	Study of AC circuits, including electromagnetism, AC principles, components, quantities, measurements, and design and analysis of AC circuits.	C	3	N
	241	Circuit Analysis	Functional and logical operation of digital circuits, including logic gates, combinational logic, multivibrators, counters and registers.	C	3	E
EEC	245	Digital Electronics	Functional and logical operation of digital circuits, including logic gates, combinational logic, multivibrators, counters and registers.	C	3	E

	303	Data Structures	Key concepts of data definitions, such as lists, stacks, and queues. Recursion, graphs and trees, sorting and searching. Structured program design, elementary data structures and the study of algorithms as a tool of program design. Equates with CIS 303 and MATH 303.	C	3	E
CS						
SYS	443	Sensors and Actuators		C	3	N
	346	Programmable Logic Controllers	This course covers the study of Programmable Logic Controllers, including the theory of PLC operation, selection of a PLC for an application, and PLC networking and programming.	C	3	E
EEC						
	345	Microprocessor Electronics	Components and operation of a microprocessor system, including program counters, address counters, accumulators, arithmetic logic units, instruction decoders, controller-sequencers and registers.	C	3	E
EEC						
SYS	330	Engineering Systems Design		C	3	N
	215	Computer Aided Design II	This course facilitates learning to create 3-D drawings of objects, parts and assemblies through typical CAD and parametric procedures.	C	3	E
EMM						
	270	Robotic Systems Applications	Systems engineering for variable sequence, playback, numerical control and intelligent industrial robots. Economic justification, application, safety, maintenance and programming. Laboratory activities will include problem solving assignments with robots.	C	3	E
EMM						
	286	Manufacturing Processes II	Various metal forming and machining experiences; emphasis on exact tolerances and precise dimensions. Lathe, mill and grinder experiences.	C	3	E
EMM						
	370	Robotics Interfacing Engineering	Electronic, digital and mechanical interfacing of robots in industrial manufacturing cells. Topics will include open and closed loop feedback control systems, various sensing devices, tactile sensing, vision systems and voice synthesis.	C	3	E
EMM						
	403	Mechanism Design and Analysis	Mathematical and graphic solution of problems involving the principles of machine elements. A study of motion of linkages, velocities and acceleration of points within a link mechanism; layout methods for designing cams, belts, pulleys, gears and gear trains.	C	3	E
EMM						
SYS	488	Automation Systems		C	3	N
	499C	Senior Capstone Design Thesis	The student will design and develop a product or a system using the scientific method of inquiry in conjunction with a faculty member who has expertise in the chosen design project. The design project should address end-user needs (problem), design objectives and constraints, and metrics for success. The design project should include the statement of the problem, background of the problem, parameters of the problem, methods and procedures for problem solution. Course enrollment is limited to graduating senior students in final semester.	C	3	E
SYS						
				<b>Total Credit hours Required for Program Core (i.e., # of hours in degree program core)</b>		
				95		
				NA		

**Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T)	Credit Hours	Existing (E) or
				<b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality (if applicable) Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table</b>		
				0		
				NA		

**GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track	Credit Hours	Existing (E) or
				<b>Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table</b>		
				NA		

**FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track	Credit Hours	Existing (E) or
<p><b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b></p> <p><b>Note: number recorded will automatically populate Free Elective Hours in "Summary of Total Program Hours" table</b></p>						
<b>Summary of Total Program Hours</b>						
Required Core Hours (i.e., # of hours in degree program core)					95	NA
Required Program Options - Track/Concentration/Specialty Hours (if applicable)					0	NA
Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)					0	NA
Free Elective Hours (i.e., general program electives) (if applicable)					0	NA
<b>Total # of credit hours required for Program</b>					<b>95</b>	<b>NA</b>
<b>Information to be completed by PIE Office</b>						
				# of new courses		NA
				Total # of Courses (includes new and existing)		NA
				Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA



## PROPOSED PROGRAM SUMMARY

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**Institution:** University of Louisville  
**Program Name:** Management Major  
**Degree Designation:** Bachelor of Science in Business Administration

### Program Description:

The Management Major is a 120-credit hour undergraduate degree that prepares versatile, broadly educated graduates to accelerate their professional success as managers. In addition to the core business courses required of all BSBA students, the management major curriculum covers a range of management functions: project management, human resources management, team management, and operations management. In addition, students will develop basic proficiency in business analytics (managerial analytics course); add functional knowledge in another business domain to support initial job placement (9-credit hour business concentration); and gain relevant hands-on experience (a capstone project and a required internship).

**CIP Code:** 52.0201

**Credit Hours:** 120 credit hours for BSBA

**(Tentative) Institutional Board Approval Date:** March 2020

**Implementation Date:** Fall 2020

### Student Demand

*Please note the expected enrollment over the first five years of the program.*

	Year 1	Year 2	Year 3	Year 4	Year 5
Incremental New	10	23	39	59	84
Current Students	40	120	240	400	560
Total	50	140	279	459	644

There is great student demand for a Management Major. Dr. Nora Scobie, the Assistant Dean of Undergraduate Advising for the College of Business (COB), reports that Management is the most requested major by external transfer students, and that we currently have more than 165 undecided business majors, largely due to a lack of the desired management major.

Survey results from a September 2018 survey of College of Business students noted that of the 200 respondents, 71% would be interested in the management major as a potential degree option: 16% would definitely change from their current major to Management; 34% would be interested in double majoring; and 23% would consider changing their major to Management. 60 respondents (or 30%) stated they selected their current major only because Management was not an option.

We are estimating an enrollments based on two different pools of students. The first is incremental new students to UofL. The second, and much larger of the two, is students drawn from the existing student body, especially undecided COB and pre-business majors.

We are projecting an estimate of 10 incremental incoming students in Year 1 and then growing by 25% per year (i.e., Year 1: 10, Year 2: 13, Year 3: 16, Year 4: 20, Year 5: 25). Retaining students for four years of the program (FY, SO, JR,

SR) will give us total incremental new student enrollment of Year 1: 10, Year 2: 23, Year 3: 39, Year 4: 59, and Year 5: 84.

We also are estimating that given the backlog of demand for the major, existing students will declare a management major in a stepwise manner, growing by an additional "cohort" of 40 students each year until we reach the enrollment levels we were at in 2008. (Year 1: 40, Year 2: 80, Year 3: 120, Year 4: 160, Year 5: 160). Retaining students for four years of the program (FY, SO, JR, SR) will give us an enrollment of existing students of Year 1: 40, Year 2: 120, Year 3: 240, Year 4: 400, Year 5: 560).

**Market Demand**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

There is high employer demand for a Management Major. The 2017 National Association of Colleges and Employers (NACE) Job Outlook Report states that 77% of employers plan to hire Management or Business Administration majors in the coming year. The only college major that is more sought after is Finance (at 78%).

Local employer demand is strong, too. Even though we do not offer a management major, in the past year, local employers posted more than 400 full-time jobs and more than 75 internships at the Ulmer Career Center looking for management majors.

Regional demand for management majors is on the rise. Management job postings in CareerTrak, which covers Louisville and the surrounding region, increased from 287 in 2012 to 576 in 2016.

The Bureau of Labor Statistics reports that employment in management occupations is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations, which will result in more than 800,000 new jobs. Also, the median annual wage for management occupations was \$102,590 in May 2017, which was the highest wage of all the major occupational groups.

The management major will not replace any programs on campus. It will supplement the offerings in the College of Business, giving business students another choice of major.

**Employer Demand**

Type of Job	State	Regional KY, IN, OH, TN	National
<b>Administrative Services Manager</b> Avg. Salary: \$96,180 10 <sup>th</sup> - 25 <sup>th</sup> PCTL: \$55,000 - 71,850			
# of Annual Openings/Total Jobs	240 / 2,570	2,310 / 24,130	26,200 / 281,700
Projected Job Growth	↑ 10% (+260 jobs)	↑ 13% (+3,140 jobs)	↑ 10% (+28,500 jobs)
<b>General &amp; Operations Manager</b> Avg. Salary: \$123,460 10 <sup>th</sup> - 25 <sup>th</sup> PCTL: \$44,510 - 65,590			
# of Annual Openings/Total Jobs	2,530 / 27,840	17,720 / 189,010	210,700 / 2,263,100
Projected Job Growth	↑ 8% (+2,100 jobs)	↑ 10% (+18,040 jobs)	↑ 9% (+210,700 jobs)
<b>Human Resources Manager</b>			

Avg. Salary: \$113,300 10 <sup>th</sup> - 25 <sup>th</sup> PCTL: \$66,870 – 85,750			
# of Annual Openings/Total Jobs	140 / 1,530	1,110 / 11,570	12,400 / 136,100
Projected Job Growth	↑ 8% (+120 jobs)	↑ 12% (+1,380 jobs)	↑ 9% (+12,300 jobs)
<b>Sales Manager</b> Avg. Salary: \$124,200 10 <sup>th</sup> - 25 <sup>th</sup> PCTL: \$58,940 – 84,790			
# of Annual Openings/Total Jobs	340 / 3,560	3,000 / 30,660	36,300 / 385,500
Projected Job Growth	↑ 8% (+270 jobs)	↑ 10% (+3,070 jobs)	↑ 7% (+28,900 jobs)

Data gathered from the Bureau of Labor Statistics' [Occupational Outlook Handbook](#) and [Occupational Employment Statistics](#); and the Projections Managing Partnership's [State Occupational Projections](#) (2016-2026).

NOTE: Because national salary data reflects all employees in an occupation, and not just entry-level, we have also included the 10<sup>th</sup> and 25<sup>th</sup> percentile figures as a potential indicator for entry-level salaries.

### **Academic Demand**

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

Not Applicable. This program is not designed for preparation for graduate study.

### **Unnecessary Duplication**

*Include similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.*

Similar Programs	Comparison of Objectives/Focus/Curriculum to Similar Programs	Comparison of Student Populations	Access to/Demand for Existing Programs	Feedback from Other Institutions
Western Kentucky University Management	<i>WKU offers four distinct tracks within the management major: business administration, entrepreneurship, human resource management, and international business. UofL's program is most similar to the business administration track. Key differentiators are the 9 credit hours</i>	<i>UofL serves a very large and diverse, and in many cases, financially challenged population in the largest metropolitan area within the Commonwealth. Students who cannot leave the area in order to attend one of the similar programs in the state can be served by UofL.</i>	<i>Even with multiple universities offering a management major, there is sufficient demand from current students at UofL and in the city of Louisville. By offering a management major in the biggest and most diverse city in the Commonwealth, we would be greatly expanding educational access</i>	<i>We contacted Dr. Bob Hatfield, Interim Chair of the Management Department at WKU. He said that all business colleges in the state should have majors or substantial offerings in management. He concluded, "I see no competitive reason that UofL should not have a Management major."</i>

	<i>in a focused functional business area and a required internship.</i>		<i>for young people and non-traditional students living and working in the city of Louisville, enabling them to earn a degree that can help them advance their professional careers.</i>	
<b>Murray State University Management</b>	<i>Murray State offers a degree (area) in management, with a mix of courses focused on managing people and processes. UofL's management major curriculum is very similar. Key differentiators are the course in business analytics, 9 credit hours in a focused functional business area, and a required internship.</i>	<i>See above.</i>	<i>See above.</i>	<i>We contacted Dr. Heath Keller, Chair of the Management Department at Murray State. We are awaiting his response.</i>
<b>Eastern Kentucky University Management</b>	<i>EKU offers four concentrations within the management major: general management, entrepreneurship, and human resource management. UofL's program is most similar to the general management concentration. Key differentiators are that whereas ECU allows for 12 credit hours of MGMT electives, UofL's program requires a course in business analytics, 9 credit hours in a focused functional business area, and a required internship.</i>	<i>See above.</i>	<i>See above.</i>	<i>We contacted Mike Roberson, Chair of the Management, Marketing, and International Business Department at ECU. He said, "Given the greatly increasing demand by students for our Management program, I do not believe either of our programs would negatively impact the other."</i>

<p>Morehead State University BBA Management</p>	<p>Morehead State offers a major (track) in management. The program requires only a small number of core management courses, but then couples them with guided electives in management, international management, or healthcare management. Key differentiators are the course in business analytics, a course in project management, and a required internship.</p>	<p>See above.</p>	<p>See above.</p>	<p>We contacted Dr. Michael Harford at Morehead State University. We are awaiting his response.</p>
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**Cost**

*Please provide a summary of revenues and expenditures.*

<p><b>Projected Revenue over Next Five Years</b></p>	<p>\$2.5 million</p>
<p><b>Projected Expenses over Next Five Years</b></p>	<p>\$1 million</p>

**Will additional faculty be needed? Yes or No**

In the first year, we will be able to cover the program with existing faculty. As the program grows, we estimate needing approximately one new faculty member for every 60 new incremental students to the College of Business. These salaries are included in our budget projections.

**Provide a budgetary rationale for creating this new program:**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

The program will be self-sustaining and will be funded by tuition revenues, as stipulated by UofL’s new responsibility-based budget model. Tuition revenue generated by the program will more than offset the faculty salaries and associated expenses. There will be some impact on program demand for other majors in the College of Business, especially from Marketing and Undecided majors. We will internally reallocate resources between departments to cover this shift in student enrollments.

Additionally—although not directly affecting the budget—this program will better serve our UofL students whose interests and career are aligned with management careers. As such, we are being more effective at meeting the part of our mission of “preparing students for responsible and rewarding careers.”





University of Louisville  
BSBA - BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION  
52.0201-Business Administration and Management, General.  
Submission Date: 12/13/2019 17:22

### Full Proposal - Basic Info

Institution : University of Louisville  
Program Type : Single Institution  
Program Name : Management  
Degree Level : Baccalaureate  
Degree Designation : BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION  
CIP Code (2-Digit) : 52-BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.  
CIP Code : 52.0201-Business Administration and Management, General.

Academic Unit (e.g. Department, Division, School) : Department of Management  
Name of Academic Unit : College of Business  
Name of Program Director : Dr. Carl Maertz

Intended Date of Implementation : 8/1/2020  
Anticipated Date for Granting First Degrees : 5/1/2022  
Date of Governing Board Approval : 12/12/2019

### Institutional Contact Information

First Name : Joanne  
Last Name : Webb  
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University of Louisville  
BSBA - BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION  
52.0201-Business Administration and Management, General.  
Submission Date: 12/13/2019 17:22

**Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

**1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

The broad objective of the Management Major is to prepare versatile, broadly educated graduates to accelerate their professional success as managers.

Specific objectives of the program are:

Students will apply the theory, practice, strategy and process of human resource management as defined by the Society of Human Resource Management (SHRM). SHRM is the global professional society of human resource practitioners and has developed 15 HR competencies. Leading HR textbooks are designed around SHRM competencies.

Students will apply the terminology, processes, and tools of project management as defined by the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK).

Students will apply theories of conflict management as well as team design and process. Individuals will also practice conflict management and collaboration tools and skills and be evaluated for their progress in skill development.

Students will apply processes and tools needed to analyze, present, and use data in a managerial context as defined by the competencies for Certified Clinical Data Managers provided by the Society of Clinical Data Management (SCDM). SCDM is a non-profit international organization made up of data management professionals across the globe.

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The proposed program is consistent with the mission of the University of Louisville as outlined in the Mission Statement (<http://louisville.edu/about/>), particularly with regard to teaching diverse undergraduate students in order to develop engaged citizens and leaders. The proposed program also is consistent with the mission of the College of Business, which is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community.

More specifically, the proposed program is designed to provide a high-quality educational opportunity to a) serve existing students and attract new students with a major that will prepare them to be business leaders; b) enhance the economic vitality of the city, region, and business community by graduating career-ready professionals who can fill critical gaps in the talent pipeline; and c) foster close collaborations with local businesses and not-for-profit organizations through internships and class projects.



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**3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The proposed program supports the following strategic priorities of the postsecondary strategic agenda:

Opportunity, Objective 3: Increase participation in postsecondary education.

The proposed major could increase the number of degree seekers by offering a major that directly aligns with career ambitions (management) and that is geographically accessible (offered in Louisville). We expect the management major to be especially attractive for people already working in business careers in the Louisville Metro area and for low- to middle-income students in the area for whom postsecondary education would be more accessible if they could commute to school.

In addition, there are many working adults in the community who started a business degree in the past and dropped out prior to completing their degree. Some of these mid-career professionals—especially those working in business or management roles—may be attracted to a management major and would consider returning to school to finish their degree.

Success, Objective 6: Increase persistence and timely completion for all students at all levels.

The proposed management major provides a path to degree completion for students who have specific aptitude for and interest in the practice of management. For students who are interested in management as a future career, offering a major that is directly aligned with those interests and has immediate applicability for their planned career should increase persistence and timely degree completion.

Impact, Objective 9: Improve the career readiness and employability of postsecondary education graduates.

Management major graduates would be ready for and employable in a variety of careers – from being a manager in an existing organization, to running a family business, to starting their own business. They will develop the knowledge skills and abilities to manage people, manage projects, work collaboratively with others, and make and communicate data-driven decisions.



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52.0201-Business Administration and Management, General.  
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**4. Explain how the proposed program furthers the statewide implementation plan.**

Page 19 of "stronger by Degree" ([http://cpe.ky.gov/ourwork/documents/201621strategic agenda.pdf](http://cpe.ky.gov/ourwork/documents/201621strategic%20agenda.pdf)) documents the statewide implementation plan. Six policy objectives are detailed:

**Adequate funding:** To the extent that students currently enrolled in other business majors change to the proposed management major overall resource requirements for the College of Business will not change. As additional students enroll in the management major who would not otherwise have enrolled at UofL, incremental tuition revenue will more than cover increased instructional and other costs.

**Accountability:** The accreditation of the proposed program will fall under the general Association to Advance Collegiate Schools of Business (AACSB) College of Business accreditation. We earned an extension of our accreditation for 2018-2024. Our next accreditation review is scheduled for AY 2023-24.

**Outcomes-based funding:** We expect that offering a new management major will improve persistence to graduation for some students who enroll in the College of Business as undecided business majors and are not motivated to pursue one of the other majors currently offered in the College. We also expect that some College of Business students who are currently enrolled in one of the other majors and would drop out before graduating may be sufficiently motivated by a management major to persist to graduation.

**Measures of progress:** The statewide implementation plan, p. 21, lists a set of State-Level Metrics. The metrics specifically addressed by this proposal are:

- 1) Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards, and
- 2) Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution.

**Progress reports:** Progress reports will be based on the key metrics identified under "Measures of Progress" above. Progress reports are anticipated to be generated annually.

**Campus strategic plans:** The proposed program will meet several important components of the University of Louisville strategy (<http://louisville.edu/graduatecatalog/mission-statement>). More specifically, the proposed program is designed to provide a high-quality educational opportunity to (a) serve existing students; (b) attract new students; (c) serve hiring needs of local businesses; and (d) foster close collaborations with local businesses through internships and class projects based on real business problems.



University of Louisville  
BSBA - BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION  
52.0201-Business Administration and Management, General.  
Submission Date: 12/13/2019 17:22

## Full Proposal - Quality: Program Quality and Student Success

### 1. List all student learning outcomes of the program.

The specific student learning outcomes are:

LO1: Apply the concepts and tools of human resource management to managerial situations.

LO2: Apply the concepts and tools of project management to management situations.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.

LO4: Apply tools of data analysis, visualization, and presentation to management situations.

### 2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Program Goal 1: Students will apply the theory, practice, strategy and process of human resource management as defined by the Society of Human Resource Management (SHRM). SHRM is the global professional society of human resource practitioners and has developed 15 HR competencies.

Learning Outcome 1: Apply the concepts and tools of human resource management to management situations.

MGMT 305: Human Resource Management

MGMT 306: HR Management Applications

MGMT 440, 441, 442: MGMT CUE Course

MGMT 397: Internship

Program Goal 2: Students will apply the terminology, processes, and tools of project management as defined by the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK).

Learning Outcome 2: Apply the concepts and tools of project management to management situations.

MGMT 404: Project Management

MGMT 440, 441, 442: MGMT CUE Course

MGMT 397: Internship

Program Goal 3: Students will apply theories of conflict management as well as team design and process.

Individuals will also practice conflict management and collaboration tools and skills and be evaluated for their progress in skill development.

Learning Outcome 3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.

MGMT 315: Collaboration: Theory and Skills

MGMT 440, 441, 442: MGMT CUE Course

MGMT 397: Internship

Program Goal 4: Students will apply processes and tools needed to analyze, present, and use data in a managerial context as defined by the competencies for Certified Clinical Data Managers provided by the Society of Clinical Data Management (SCDM). SCDM is a non-profit international organization made up of data management professionals across the globe.

Learning Outcome 4: Apply tools of data analysis, visualization, and presentation to management situations.

MGMT 459: Managerial Analytics

MGMT 440, 441, 442: MGMT CUE Course

MGMT 397: Internship

### 3. Highlight any distinctive qualities of this proposed program.

a) The program requires a concentration of at least nine credit hours in a functional business area.

b) The program includes a required internship/co-op experience.



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**4. Will this program replace any existing program(s) or specializations within an existing program?**

NO

**5. Include the projected faculty/student in major ratio.**

The projected faculty:student in major ratio for the program is 1:40.

**6. Is there a specialized accrediting agency related to this program?**

YES

**Please identify the agency.**

Association to Advance Collegiate Schools of Business (AACSB)

**Do you plan to seek accreditation?**

YES

**Please explain your plans for accreditation.**

The accreditation of the proposed program will fall under the general Association to Advance Collegiate Schools of Business (AACSB) College of Business accreditation. We earned an extension of our accreditation for 2018-2024. Our next accreditation review is scheduled for AY 2023-24.

**7. Attach SACS Faculty Roster Form.**

MGMT Major - Faculty Roster Form.pdf

**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

Existing library resources are adequate to support this program. Please see the attached Support Letter from UofL Library and Evaluation of Library Resources Report for the proposed program.

Library letters (2 docs).pdf

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

We will be using current classroom space in the College of Business to deliver this program. Classrooms are equipped with sufficient technology needs including computer, projector, doc cam, Panopto recording capabilities, and whiteboards.



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**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

**Admissions**

Students must meet the same admissions criteria as all other BSBA programs. The management major will have the same graduation requirements as all other BSBA degrees and College of Business majors.

For incoming students, either (A) an ACT composite score of 25 or above (SAT 1130 or above), a high school GPA of 3.0 or above, and an ACT Mathematics score of 23 or above (SAT 560 or above); or (B) an ACT composite score of 22, 23 or 24 (SAT 1020-1120), a high school GPA of 3.3 or above, and an ACT Mathematics score of 23 or above (SAT 560 or above). See <https://catalog.louisville.edu/undergraduate/admission/college-business/>

**For internal transfer students:**

Students with <15 transferable hours must meet the admission requirements for new freshmen and have a minimum college GPA of 2.8.

Students with >15 transferable credit hours must have a 2.8 cumulative GPA and have completed the following courses with a letter grade of B-minus or better:

MATH 111 College Algebra (or equivalent) or MATH 180

ACCT 201 (or equivalent)

ECON 201 or ECON 202 (or equivalent)

**Retention**

Students must maintain an overall 2.0 GPA to remain in good standing.

**Completion**

Students must complete 120 credits, pass all required courses in the curriculum, and maintain an overall 2.0 GPA.

**10. Clearly state the degree completion requirements for the program.**

Students will take 41 credit hours of business core/breadth courses (required of all business majors and which include 6 credit hours of MGMT courses), 18 credit hours of additional management courses, 9 credit hours in another functional business area (e.g., ACCT, CIS, ECON, ENTP, FIN, MKTG), 3 credit hours of required co-op or internship, and 9 credit hours of additional electives. Students must have 120 credit hours to graduate.

<b>Name</b>	<b>Total number of hours required for degree</b>	<b>Number of hours in degree program core</b>	<b>Number of hours in guided electives</b>	<b>Number of hours in free electives</b>
Program	120	59	3	9

**12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

The College of Business Assistant Dean for Undergraduate Advising reports that Management is the most requested major by external transfer students. The number of credit hours is consistent with other management programs across the state. Courses in Human Resource Management, Operations Management, and Project Management from other institutions are equivalent to the courses we will offer in the new major. See the attached spreadsheet of equivalent courses.

Although not a formal collaborative arrangement, due to the similarity of programs, many course credits should transfer between programs (either from or to UofL) if a student chooses to transfer universities. We have not had formal discussions with other institutions about the Management Major in particular, as we have existing agreements for our broader BSBA degree.

Equivalent Courses.pdf



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13. List courses under the appropriate curricular headings.

UofL Course Form (MGMT Major).xlsx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

- YES Distance learning
- NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- YES Technology-enhanced instruction
- NO Evening/weekend/early morning classes
- NO Accelerated courses
- NO Instruction at nontraditional locations, such as employer worksite
- NO Courses with multiple entry, exit, and reentry points
- NO Courses with "rolling" entrance and completion times, based on self-pacing
- NO Modularized courses

**Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**

We are working with the Delphi Center to identify a strategic plan for online course development and delivery. Pending approval of the Management Major, it will be a likely BSBA degree major to develop as a fully online degree.

All business core/breadth courses are either developed or slated for development and delivery by Fall 2019. Additionally, MGMT 305 and 404 are currently available online. Because we only would need to develop four more online courses, we could have a fully online BSBA in Management that could be ready for launch concurrently with on-campus courses.



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## Full Proposal - Demand: Program Demand/Unnecessary Duplication

### 1. Student Demand:

#### a. Provide evidence of student demand at the regional, state and national levels.

There is great student demand for a Management Major. Dr. Nora Scobie, the Assistant Dean of Undergraduate Advising for the COB, reports that Management is the most requested major by external transfer students, and that we currently have more than 165 undecided business majors, largely due to a lack of the desired management major.

Survey results from a September 2018 survey of College of Business students noted that of the 200 respondents, 71% would be interested in the management major as a potential degree option: 16% would definitely change from their current major to Management; 34% would be interested in double majoring; and 23% would consider changing their major to Management. 60 respondents (or 30%) stated they selected their current major only because Management was not an option.

#### b. Identify the applicant pool and how they will be reached.

Students will be identified and communicated with through the same channels used across the College of Business. This includes email blasts, mailings, invitations to campus events, personal contact, and campus signage, all coordinated through the Advising Center. Additionally, our College of Business advisors will reach out personally to Undecided Business majors to make them aware of the new major.

#### c. Describe the student recruitment and selection process.

- Students will be recruited and selected by the same processes used across the College of Business. The College of Business Advising Center works in partnership with University Undergraduate Admissions to identify and communicate with prospects. All students would be evaluated by the same admissions criteria used for existing BSBA programs.
- Students in other units at the University will be informed through the Majors Day and via the other advising centers on campus.
- Students in the KCTCS system will be contacted via the Recruitment Fairs on the KCTCS campuses as well as communications through the Ultra program and the advising centers on the KCTCS campuses.
- The College will work closely with the Admissions Office, regional recruiters, and our out-of-state recruiters through the Slate platform. Direct contact will be made through the High School Counselors in the Region. Targeted outreach programs to local area high schools are in development.
- Admission for freshman applicants is based on a holistic review including high school grades, national college admission test results, and successful completion of the pre-college curriculum.

#### d. Identify the primary feeders for the program.

In addition to all of the feeders used for existing College of Business majors, we also plan to recruit students from (a) the BUS 100 Dual Credit program at Central High School; (b) the Project Graduate Initiative (which identifies former students who have previously completed 75%+ of degree requirements); and (c) transfer students from community colleges.

#### e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

The University is expanding efforts to attract out of state and international students. The addition of the Management degree would make the College of Business more competitive with other regional and out-of-state institutions.

Jenny Sawyer, the Director of UofL Undergraduate Admissions, and Nora Scobie, the College of Business Assistant Dean of Advising, indicate that many students who wish to attend UofL go elsewhere when they learn there is not a management major offered.

#### f. Project estimated student demand for the first five years of the program.



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<b>Academic Year</b>	<b>Degrees Conferred</b>	<b>Majors (Headcount) - Fall Semester</b>
2020-2021	0	50
2021-2022	5	140
2022-2023	10	279
2023-2024	40	459
2024-2025	112	644



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**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

Locally, our College of Business Career Center reports a sample of employers seeking management majors for entry-level positions:

- Total Quality Logistics; JB Hunt; and CW Robinson: logistics sales trainees/ logistics brokers
- Target; Kohls; Walgreens: department management training programs
- Schneider Electric: customer relations/invoice management
- LG&E: human resources coordinators/assistants
- PNC; US Bank; 5th Third; BB&T: new graduate training programs
- River Road Asset Management: compliance assistant
- Extell Development: benefits administrator

**Administrative Services Manager**

Average Wage: \$96,180 (regional), \$96,180 (state), \$96,180 (national).  
Openings: 2,310 (regional), 240 (state), 26,200 (national).

**General & Operations Manager**

Average Wage: \$123,460 (regional), \$123,460 (state), \$123,460 (national)  
# of Openings: 17,720 (regional), 2,530 (state), 210,700 (national)

**Human Resources Manager**

Average Wage: \$113,300 (regional), \$113,300 (state), \$113,300 (national)  
# of Openings: 1,110 (regional), 140 (state), 12,400 (national)

**Sales Manager**

Average Wage: \$124,200 (regional), \$124,200 (state), \$124,200 (national)  
# of Openings: 3,000 (regional), 340 (state), 36,300 (national)

There is high employer demand. The 2017 National Association of Colleges and Employers (NACE) Job Outlook Report states that 77% of employers plan to hire Management or Business Administration majors in the coming year. The only college major that is more sought after is Finance (at 78%).

Local employer demand is strong, too. Even though we do not offer a management major, local employers posted more than 400 full-time jobs and more than 75 internships at the Ulmer Career Center looking for management majors.

Regional demand for management majors is on the rise. Management job postings in CareerTrak, which covers Louisville and the surrounding region, increased from 287 in 2012 to 576 in 2016.

The Bureau of Labor Statistics reports that employment in management occupations is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations, which will result in more than 800,000 new jobs. Also, the median annual wage for management occupations was \$102,590 in May 2017, which was the highest wage of all the major occupational groups.

**3. Academic Disciplinary Needs:**

Not Applicable. This program is not designed in response to academic disciplinary need.

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

(Should not be blank)



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**4. Similar programs:**

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

YES

Please identify similar programs in other SREB states and in the nation.

There are Management Majors offered at: University of Kentucky, Eastern Kentucky University, Western Kentucky University, Northern Kentucky University, Murray State University, Morehead State University, Kentucky State University, and Sullivan University.

Even with multiple universities offering a management major, there is sufficient demand from students at UofL and in the city of Louisville. By offering a management major in the biggest and most diverse city in the Commonwealth, we would be greatly expanding educational access for young people and nontraditional students living and working in the city of Louisville to earn a degree that would help them advance their professional careers.

**b. Our records indicate the following similar programs exist at public institutions in Kentucky.**

#Enr = Fall Enrollments , #Grd = Academic Year Graduates

Institution	Program	2018 - 19		2017 - 18		2016 - 17		2015 - 16		2014 - 15		2013 - 14	
		#Enr	#Grd										
Eastern Kentucky University	*Management	214	54	215	28	193	27	165	27	164	36	134	24
Kentucky State University	*Business Administration	160	32	154	25	136	35		23		24		
Morehead State University	*BBA Management	180	48	178	40	172	41	186	38	140	24	123	21
Murray State University	*Management	70	17	73	17	79	28	75	13	75	17	78	18
Northern Kentucky University	*Business Administration (BSBA)	192	187	163	45	129	31	148	41	161	30	168	37
University of Louisville			1	1		1		1		2	2	16	15
Western Kentucky University	*Management	591	173	615	175	631	140	532	106	522	105	518	114

**c. Does the proposed program differ from existing programs?**

YES

Please explain.

Key differentiators with the programs at Murray State and ECU are the course in business analytics, 9 credit hours in a focused functional business area, and a required internship. The 9 credit hours in a focused functional business area and a required internship also differentiate UofL's program with WKU's, while the course in business analytics, a course in project management, and a required internship differentiate UofL's program from Morehead's.

The programs at Kentucky State University and Northern Kentucky University appear to be programs in Business Administration and not specifically focused on Management.

**d. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?**

YES



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**Please explain.**

Even with multiple universities offering a management major, there is sufficient demand from students at UofL and in the city of Louisville. By offering a management major in the biggest and most diverse city in the Commonwealth, we would be greatly expanding educational access for young people and non-traditional students living and working in the city of Louisville to earn a degree that would help them advance their professional careers.

**e. Is access to existing programs limited?**

YES

**Please explain.**

While there are multiple programs across the state, UofL would provide increased access to students living in the Louisville Metro area. It also would provide access to students enrolled in the Metro University Program through UPS (where students who work for UPS get tuition paid by UPS).

**f. Is there excess demand for existing similar programs?**

YES

**Please explain.**

We contacted Western Kentucky, Murray State, Eastern Kentucky, and Morehead and received responses from Western Kentucky and Eastern Kentucky.

Dr. Bob Hatfield, Interim Chair of the Management Department at WKU, said that all business colleges in the state should have majors or substantial offerings in management. He concluded, "I see no competitive reason that UofL should not have a Management major."

Mike Roberson, Chair of the Management, Marketing, and International Business Department at ECU, said, "Given the greatly increasing demand by students for our Management program, I do not believe either of our programs would negatively impact the other."

**g. Will there be collaboration between the proposed program and existing programs?**

YES



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**Please explain the collaborative arrangements with existing programs.**

At this point, there is no formal collaborative agreement between the proposed program and existing state programs.

However, we are actively collaborating with universities across the Commonwealth. Some collaborations include:

- Numerous faculty collaborating on research projects in the areas of organizational behavior, human resources, entrepreneurship, and accounting
- Faculty from UofL and UK guest lecturing in one another's classes
- Faculty providing teaching resources to other Kentucky universities (e.g., syllabi, assignments, grading rubrics, and assessment tools for business communication courses)
- Faculty member serving on the Kentucky Society of CPAs' Diversity and Inclusion Task Force, with members from WKU and UK
- Faculty member assisting WKU with hosting the southeast regional Beta Alpha Psi (The International Honor Organization for Financial Information Students and Professionals) meeting in Louisville
- Faculty member serving on the Consensus Forecasting Group, which includes economists from UK, WKU, and Centre
- Faculty attending the UK Teaching Conference
- Career Services Office partnering on a joint UofL-UK industry-based job fair in Lexington
- Faculty member is the President of the Kentucky Economic Association, which includes members from universities across the Commonwealth
- In the past year alone, hired a UK PhD graduate as faculty member in the College of Business; and WKU's College of Business has hired one of our PhD graduates -- which shows our ability for us to retain top talent in the Commonwealth
- Significant collaboration within our graduate programs, most notably launching a joint UofL-UK Executive MBA program in 2015.

We remain open to identifying collaborations with other Kentucky universities at the undergraduate level.



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### Full Proposal - Cost: Cost and Funding of the Proposed Program

**1. Will this program require additional resources?**

NO

**2. Will this program impact existing programs and/or organizational units within your institution?**

YES

**Please describe the impact.**

Yes, there will be some impact. Because the primary and initial target for the new management major is Undecided and other Business Majors who would prefer a Management major, we project a reduction of students in other majors. Most of that shift will likely be from Marketing and Undecided majors. The impact of changing majors should not have any significant effect on other units because these students are already being served by Cardinal Core courses, College of Business Core courses, College of Business services (Advising, Career Counseling).

As the program grows and begins to attract new students to the University of Louisville, there will be an impact. That impact includes the need for additional coverage of Cardinal Core courses, College of Business Core courses, Management Major courses (more sections, different delivery methods), College of Business services, and University services. If the program is offered fully online, there also will be impact on UofL's Delphi Center for Teaching and Learning and other online support services. Growth of the major, whether in a traditional seated program or an online program, would also have the positive impact of generating new tuition revenues.

**3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.**

See the Budget proposal below. Please note the budget reflects only revenues and costs associated with the incremental new students to UofL. Revenues and costs associated with existing students who are already being served and will declare/change their major to management are not included.



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A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable				
<b>Total Resources Available from Other Non-State Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable				
<b>State Resources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable				
<b>Internal</b>						
Allocation :		0	0	0	0	0
Reallocation :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable				
<b>Student Tuition</b>						
New :		70392	161902	274529	415313	520901
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		<p>We are estimating revenue to the unit based on the total number of new incremental students x \$11,732 (2019/20 tuition for full-time, in-state students) x 0.60 (percentage of courses for the MGMT degree delivered by the College of Business).</p> <p>Additionally, these numbers do not reflect additional tuition revenue share to the unit based on serving existing UofL students who would change their major to Management.</p>				
<b>Total</b>						
New :		\$70,392	\$161,902	\$274,529	\$415,313	\$520,901
Existing :		\$0	\$0	\$0	\$0	\$0
Total Funding Sources :		\$70,392	\$161,902	\$274,529	\$415,313	\$520,901
<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
<b>Other Professional</b>						
New :		0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
<b>Faculty</b>						
New :		0	102400	105472	108636	111895
Existing :		24000	0	0	0	0
<b>Graduate Assistants (if master's or doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
<b>Student Employees</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Faculty: We expect to cover the Year 1 courses with x-pay to current faculty (\$8,000 x 3 courses beyond our current offerings) and then plan to staff courses primarily with term faculty. As the program grows, we estimate the need for one term faculty for every ~60-70 new students to the College. (\$80,000 + 28% fringe = \$102,400 + 3% annual increase). We will hire a term faculty member in Year 2.  Faculty salaries will be funded with program tuition.				
<b>Equipment and Instructional Materials</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Library</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Contractual Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Academic and/or Student Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Other Support Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :		Not applicable.				
<b>Faculty Development</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Other</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Not applicable.				
<b>Total</b>						
New :		\$0	\$102,400	\$105,472	\$108,636	\$111,895
Existing :		\$24,000	\$0	\$0	\$0	\$0
<b>Total Budget Expenses/Requirements :</b>		\$24,000	\$102,400	\$105,472	\$108,636	\$111,895
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$46,392	\$59,502	\$169,057	\$306,677	\$409,006



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## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

LO1: Apply the concepts and tools of human resource management to management situations. Students will learn the theory, practice, strategy and process of human resource management as defined by the Society of Human Resource Management (SHRM). SHRM is the global professional society of human resource practitioners and has developed 15 HR competencies. Leading HR textbooks are designed around SHRM competencies.

LO2: Apply the concepts and tools of project management to management situations. Students will learn the terminology, processes, and tools of project management as defined by the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK).

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations. Students will learn theories of conflict management as well as team design and process. Individuals will also practice conflict management and collaboration tools and skills and be evaluated for their progress in skill development.

LO4: Apply tools of data analysis, visualization and presentation to management situations. Students will learn processes and tools needed to analyze, present, and use data in a managerial context as defined by the competencies for Certified Clinical Data Managers provided by the Society of Clinical Data Management (SCDM). SCDM is a non-profit international organization made up of data management professionals across the globe.

#### b. When will the components be evaluated?

LO1: Apply the concepts and tools of human resource management to management situations. Knowledge of HR theory and practice will be assessed weekly via homework assignments, exams and a group project.

LO2: Apply the concepts and tools of project management to management situations. Knowledge of the terminology, processes, and tools will be assessed weekly via homework assignments. Further, exams, a simulation and a group project will be used as more comprehensive assessments of the students' knowledge of project management as applied to various management situations.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations. Knowledge of theory will be tested in two exams that occur during the semester. Skills development will be assessed at the beginning and end of the course, with check-in on skill practices regularly throughout the course.

LO4: Apply tools of data analysis, visualization and presentation to management situations. Knowledge and practices of data analysis will be assessed via two comprehensive exams throughout the semester; visualization and strategic use of data will be assessed at the end of the course via an individual presentation.



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**c. When will the data be collected?**

LO1: Apply the concepts and tools of human resource management to management situations.  
Data will be collected from the weekly homework, two exams (midterm and final), and a group project at the end of the semester.

LO2: Apply the concepts and tools of project management to management situations.  
Data will be collected from the weekly homework, two exams (midterm and final), a simulation and group project both at the end of the semester.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.  
Data collection and component evaluation will occur at the same time.

LO4: Apply tools of data analysis, visualization and presentation to management situations.  
The data will be collected at the midway point of the semester and at the end of the semester via two exams and an individual presentation.

**d. How will the data be collected?**

LO1: Apply the concepts and tools of human resource management to management situations.  
Data will be collected and entered as scores into Blackboard from the homework, exams and group project. The group project will be assessed by the instructor based on the written report and project presentation, and the appropriate grade will be entered into Blackboard.

LO2: Apply the concepts and tools of project management to management situations.  
Data will be collected and entered as scores into Blackboard from the homework and exams. The simulation score from the Harvard website will be translated into a grade and entered into Blackboard. The group project will be assessed by the instructor based on the written report and project presentation, and the appropriate grade will be entered into Blackboard.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.  
Tests, the initial assessment, and the final assessment will occur in class. Practice will be tallied through an online platform and also through assignments turned in as homework on a regular basis.

LO4: Apply tools of data analysis, visualization and presentation to management situations.  
Exams will be analyzed via a blind review process and graded on both comprehension of material and ability to analyze data using statistical tools (e.g., R, SAS, SPSS); the ability to effectively present data will be analyzed using rubrics of business communication.



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**e. What will be the benchmarks and/or targets to be achieved?**

LO1: Apply the concepts and tools of human resource management to management situations.  
80% of the students should achieve an overall 80% score on the homework assignments and both exams. The group project benchmark is 90% of students receiving at least a 90% score.

LO2: Apply the concepts and tools of project management to management situations.  
80% of the students should achieve an overall 80% score on the homework assignments and both exams. Simulation scores (practicing managing a business project) will be benchmarked with the goal of a majority of students scoring 750 or more out of 1000. The group project benchmark is 90% of students receiving at least 90% score on this cumulative project management planning project.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.  
Students should achieve a 10% increase in skill development.

LO4: Apply tools of data analysis, visualization and presentation to management situations.  
Upon completing the course, 80% of students will be expected to perform at a good or excellent evaluation for comprehension, application, and presentation of data analytics.

**f. What individuals or groups will be responsible for data collection?**

LO1: Apply the concepts and tools of human resource management to management situations.  
The faculty member for each course will be responsible for data collection.

LO2: Apply the concepts and tools of project management to management situations.  
The faculty member for each course will be responsible for data collection.

LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.  
The faculty member for each course will be responsible for data collection.

LO4: Apply tools of data analysis, visualization and presentation to management situations.  
The faculty member for each course will be responsible for data collection.

**g. How will the data and findings be shared with faculty?**

The data and findings will be summarized in a standardized Assurance of Learning Report that will be submitted to the Associate Dean for Programs.

**h. How will the data be used for making programmatic improvements?**

As part of the Assurance of Learning report, faculty members will be responsible for identifying any learning gaps and creating a "Close the Loop" plan for addressing those gaps. In the case of multi-section courses, the Course Coordinator will be responsible for preparing the Assurance of Learning Report.

**2. What are the measures of teaching effectiveness?**

Teaching effectiveness in the Management Major will be evaluated via the student evaluations per course (on a 5 point scale). These measures three items: "instructor effectiveness," "course worthwhile," and instructor accessibility."

The UofL Office of Institutional Effectiveness is working on implementing an additional short set of standardized course evaluation questions related to teaching effectiveness to be used across all student evaluations. These should be implemented by the end of Fall 2019.



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**3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

Any instructors performing at a lower level (<3.5) will be assigned to work with UofL's Delphi Center to improve their course content, assessments, and/or delivery style to improve. We also intend to identify highly effective instructors (>4.5) who may be willing to be peer mentors for less effective instructors.

**4. What are the plans to evaluate students' post-graduate success?**

The Management Department will utilize a post-graduation survey administered by the Reinhart Academic Center and Institutional Research and Planning to track post-graduate success.

**Course Title (CIP)**

**Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)**

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre- professional (P)	Credit Hours	Existing (E) or New (N) Course
MATH	180 or 205	180-Elements of Calculus 205-Calculus I	180- Appropriate placement score or equivalent coursework. Differential and integral calculus of polynomial, logarithmic, and exponential functions with applications. 205-A first course in differential and integral calculus of single variable functions.	P	3	
PHIL	222 or 225 or 321 or 323	222-Contemporary Moral Problems 225-Business Ethics 321-Ethics 323-Medical Ethics	222.Moral aspects of current medical, legal, political, environmental and social problems and of the presuppositions contained in their various solutions. 225-Analysis of moral problems that arise in contemporary business practice and of the different ethical frameworks proposed to resolve them. 321.Main theoretical frameworks for systematically addressing questions about moral obligation and the good life. Additional topics may include responsibility, virtue, justice, law and morality, relativism, evil, and reasons to be moral. 323-Analysis of codes of ethics and concepts of ethical practice in the profession of medicine; historical developments, contemporary problems, and case studies.	P	3	
ACCT	201	Principles of Financial Accounting	The course focuses on the relevance and interpretation of accounting information for decision making. Preparation of financial statements is also covered.	C	3	E
ACCT	202	Principles of Managerial Accounting	The course focuses on the information needed by management, where this information can be obtained, and how it can be used to carry out management's responsibilities within an organization.	C	3	E
BSSTAT	301	Business Statistics	Designed for students in Business and Economics, this course introduces them to the basic elements of probability and statistics, covers descriptive statistics, elements of probability theory, properties of discrete and continuous random variables, sampling estimation, hypothesis testing, analysis of variance and regression analysis. The application of these concepts to problem solving in business and economics is emphasized.	C	3	E
BUS	201	Career Development	Introduces business students to career development, including the importance of career planning.	C	1	E
BUS	301	Business Communication	Students will learn to tailor messages to specific receivers in order to meet business goals. They will develop their ability to be professional, clear, concise, evidence-driven, and persuasive in communication interactions.	C	3	E
CAMP	100	Campus Culture/Business Students	Introduction to the multiple dimensions of university life, with emphasis on business education. Students will gain an understanding of various parts of the University and the College of Business--the administration, the faculty, the learning resources, support services, extra-curricular activities--and how these parts contribute to the learning process and academic success.	C	1	E
CIS	205	Information Systems in Organizations	This course helps students develop a working understanding of the differences between information systems and information technology, and how to apply those concepts to facilitate business processes successfully. Broad information systems literacy is a goal since all business majors must take this course.	C	3	E
CIS	305	Data Analysis for Decision Making	This project-based course provides students with an opportunity to explore data analysis using spreadsheet and database techniques, including incorporating contemporary decision-making tools in modern spreadsheet software. This course emphasizes the roles of business analysts and knowledge workers through projects and discussions and teaches students how creative use of strong analytical skills can lead to career advancement in any business domain.	C	3	E
CLAW	301	Legal Environment of Business	An introduction to the American legal and judicial system, with particular emphasis on the relationship of the law to business activities. A study of the developments of the law and the operation of the judicial system. Emphasis will be placed on the impact that government regulations and certain areas of the Uniform Commercial Code have on business.	C	3	E
ECON	201	Principles of Microeconomics	An introduction to the supply and demand model of price determination. Includes a theoretical treatment of consumer and producer behavior, a study of industrial structures, and the economic foundation for public policy. Topics may include pricing decisions, entrepreneurship, labor markets, taxation, foreign exchange rates, and advertising.	C	3	E
ECON	202	Principles of Macroeconomics	An introduction to the U.S. economy, including long-term structural developments and short-term fluctuations. Theoretical models are presented to explain changes in national output, the price level, employment, and unemployment. Competing macroeconomic models are examined and contrasted. The models provide a framework for studying fiscal and monetary policy, and the effectiveness of macroeconomic policy during recent economic history is evaluated.	C	3	E
FIN	301	Corporate Finance	A study of techniques that enable firms to efficiently manage their financial resources and maximize the value of their owners' investment. Investment techniques and analysis applied to the individual as well as to the firm. Computer and calculator problem solving.	C	3	E
MKT	301	Principles of Marketing	A study of the behavioral, functional, societal, international, and institutional foundations of marketing, as well as the following marketing mix variables: product, price, promotion, and channels of distribution.	C	3	E
MGMT	301	Management and Organizational Behavior	Designed to provide students with the basic level of knowledge and skills in management and interpersonal processes necessary for more advanced business study and employment success.	C	3	E
MGMT	305	Human Resources Management	The goal of the course is two-fold: to introduce students to the philosophy of the personnel function in business, and to develop understanding concerning application of the basic manpower management functions--employment training and education, labor relations, employee services, wage and salary analysis, and personnel research.	C	3	E

MGMT 306	HR Management Applications	This course will cover a broad range of applications associated with human resource management from the perspective of the manager and supervisor. Students will practice and develop skills in interviewing, delivering performance feedback, dealing with personnel issues, and terminating employees.	C	3	E
MGMT 315	Collaboration: Theory & Practice	In this course, students will learn theory and develop skills for collaborating across the wide range of circumstances they are likely to encounter in their careers. The three emphasis areas in the course are team design and process, conflict management, and collaboration.	C	3	E
MGMT 397	Co-op in Management	A new workplace experience in an approved Management position which offers a progression of learning in a level appropriate opportunity for practical application of classroom theory and tools. Note: Application to the co-op program and completion of orientation processes should be completed prior to employment.	C	3	E
MGMT 401	Operations Management	This course presents topics related to the transformation of inputs into goods and/or services such as operations strategy, quality management, supply chain management, and enterprise resource planning. It covers quantitative models to solve various operational problems.	C	3	E
MGMT 404	Project Management	This course will describe the use of projects to support business objectives in modern organizations. Topics to be covered include the selection of projects, their initiation, implementation, control and termination. The roles of the project manager and project team members will be covered as well.	C	3	E
MGMT 459	Managerial Analytics	This course will cover tools and techniques of data analysis for making better managerial decisions regarding people, processes, and resources. Students will learn how to apply data mining, text analysis, and visual analysis tools to solve business problems. Students will present data-based analyses clearly and persuasively in order to gain support from stakeholders.	C	3	E
		<b>Total Credit hours Required for Program Core (i.e., # of hours in degree program core)</b>		<b>59</b>	<b>NA</b>

Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table

**Core Courses Required for Track(s), Concentration(s), or Specialty(s) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing ( E ) or New (N) Course
<p><b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Specialty) (if applicable)</b></p> <p style="text-align: center;"><b>Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table</b></p>						0
<p><b>NA</b></p>						

**GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or specialty) (if applicable)**

Course Prefix	Course #	Community Outreach & Consulting (442)	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing ( E ) or New (N) Course
MGMT	440 or 441 or 442	440-Small Business Counseling 441-Business Strategy & Policy 442-Community Outreach & Consulting	440-Providing students an opportunity to work with a partner in addressing problems or needs of a small business (up to 150 employees), this course enables students to consult, counsel, and offer recommendations to the business owner. Students select the projects from a list provided and work together with the faculty member to create a course of action for the business to pursue.  441-The study of the interdisciplinary nature of upper level management decision-making. Comprehensive cases and/or computer simulations are used to familiarize students with the analysis of industry trends, internal operations, and the external environment under conditions of uncertainty. Domestic and international dimensions of strategy formulation and execution are examined.  442-This course will match students with a Louisville Metro area not-for-profit organization to engage in volunteerism for the semester. Based on insights gleaned from engagement with the organization, students will propose and execute a project that will benefit the sponsoring organization. Students will utilize and further sharpen project management skills.	P	3	E
ACCT or FIN or MKT or CS or ECON or EQUIN or EXTR	Any	Any	May choose from any 9 credits in a single functional business area (Accounting; Finance; Marketing; Computer Information Systems; Economics; Equine Administration; or Entrepreneurship).	P	9	E
<p><b># of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/specialty are), if 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)</b></p> <p style="text-align: center;"><b>Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table</b></p>						12
<p><b>NA</b></p>						

**FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing ( E ) or New (N) Course
Any	Any	Any	May choose from any 9 credits.	P	9	E
Varies	Varies	Students must complete 31 hours of general education coursework	Varies	P	31	E
Varies	Varies	Varies	Additional coursework (double major, minor, internship, electives)	P	9	E
<p><b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b></p> <p style="text-align: center;"><b>Note: 49</b></p>						49
<p><b>Summary of Total Program Hours</b></p>						
				Required Core Hours (i.e., # of hours in degree program core)	59	NA
				Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
				Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	12	NA
				Free Elective Hours (i.e., general program electives) (if applicable)	49	NA
				<b>Total # of credit hours required for Program</b>	<b>120</b>	<b>NA</b>
				# of new courses	0	NA
				Total # of Courses (includes new and existing)	57	NA
				Percentage of new courses (more than 25% may require SACS Substantive Change)	0%	NA



## PROPOSED PROGRAM SUMMARY

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**Institution:** University of Louisville

**Program Name:** Urban Studies

**Degree Designation:** BS

### **Program Description:**

The BS in Urban Studies is designed to prepare students for future careers in municipal and metropolitan-related occupations, such as planning technicians, public administrators, public policy analysts, or community development specialists and for future graduate training in affiliated disciplines. Students will primarily be new students to the University drawn from high schools in Louisville, the rest of Kentucky, neighboring states, and KCTCS. Graduates of the BS in Urban Studies program will be versed in urban policy, sociology, geography, governance, and analytical and research methods. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles and also understand concepts of land use and physical space. UCLA's Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates who report an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies.

The program is intended to be interdisciplinary, with program electives available from multiple other Arts and Sciences departments. Students would complete 121 credit hours of coursework, including 29 hours of Urban Studies core courses, 15 hours of Urban Studies concentration courses, 21 hours of supporting social science courses, 31 hours of General Education requirements, 13 hours of College of Arts and Sciences requirements, and 12 hours in additional electives.

**CIP Code:** 45.1201

**Credit Hours:** 121

**Institutional Board Approval Date:** 12/12/19

**Implementation Date:** 8/1/2020

### **Student Demand**

*Please note the expected enrollment over the first five years of the program.*

Year 1	Year 2	Year 3	Year 4	Year 5
15	30	45	60	75

### **Market Demand**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

Graduates of the BS in Urban Studies program will be versed in urban policy, geography, sociology, governance, and analytical and research methods. Based on information gleaned from existing programs across the country, this broad range of knowledge is fitting for a number of industries and occupations in the public, private, and nonprofit sectors. Most notably, urban studies graduates work in local or regional governments, and these jobs are broadly-based. Within the United States there are 3,304 county governments, 19,431 municipal (e.g., city) governments, 16,056 township governments, and 35,356 “special district” governments, and our graduates will be well-positioned for employment in most of these organizations. Urban studies graduates may also work in state and federal government, community development, housing and real estate, and human services agencies. In addition, students with particular interests may seek out employment in public health, education, or environmental advocacy. Within these different industries, graduates might hold various occupational positions, such as urban planner, land assessor, GIS technician, policy, budget, or financial analyst, manager, or administrator.

The thing that underlies these different industries and occupations is the comprehensive collection of social science knowledge and skills. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles, and also understand concepts of land use and physical space.

In *The American Freshman: National Norms Fall 2016* – their most recent survey of incoming undergraduate students – UCLA’s Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates reporting an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies. Although this may not initially appear to be a large number, it is important to note that there are, relatively speaking, few existing undergraduate programs within this particular discipline.

According to the National Center for Education Statistics, over the 2015-2017 period, 281 institutions conferred undergraduate degrees in urban studies/affairs, and 134 institutions conferred undergraduate degrees in city/urban, community, or regional planning. There was a total of 3,237 undergraduate urban studies degrees and 2,554 undergraduate urban planning degrees conferred during this three-year period. The number of such degrees awarded has increased slightly since 2010.

**Employer Demand:**

*If the program is designed for students to enter the workforce immediately, please complete the following table.*

	<b>Regional<sup>1</sup> 2014</b>	<b>Regional Growth Projections</b>	<b>State<sup>2</sup> 2014</b>	<b>State Growth Projections 2024</b>	<b>National<sup>3</sup> 2016-17</b>	<b>National Growth Projections 2026</b>
<b>Type of Job Urban and Regional Planners</b>	54	60	548	626	36,000	40,600
<b>Average Wage</b>	\$51,578		\$50,115		\$71,490	

# of Openings			18		14,100	
<b>Type of Job</b> General Social Scientists and Related Workers	48	52	666	690	42,100	44,900
Average Wage	\$73,203		\$60,236		\$79,370	
# of Openings			10		4,200	
<b>Type of Job</b> Community and social service specialists	94	106	1,014	1,188	100,300	113,500
Average Wage	\$39,488		\$39,605		\$41,570	
# of Openings			37		14,100	
<b>Type of Job</b> Appraisers and assessors of real estate	190	230	1450	1690	80,800	92,400
Average Wage	\$69,888		\$57,116		\$54,010	
# of Openings			47		6,700	
<b>Type of Job</b> Social Science Research Assistant	N/A	N/A	60	68	34,000	35,500
Average Wage	N/A		\$37,148		\$46,000	
# of Openings	N/A		3		4100	

<sup>1</sup>Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training. The Louisville Local Workforce Area includes Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble Counties in Kentucky.

<sup>2</sup>Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training.

<sup>3</sup>Source: U.S. Bureau of Labor Statistics, Occupational Employment Forecasts

In the table above, regional and state growth projections are for the period 2014-2024 and national growth projections are for the period 2016-2026. Additional sources for information on future industrial and occupational growth include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

### **Academic Demand**

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

There are few current indicators showing transitions from undergraduate degree completion to graduate school enrollment, and – to the best of our knowledge – there are no discipline specific indicators of this transition. The *Baccalaureate and Beyond Longitudinal Study* conducted by the National Center for Education Statistics shows that 39% of Bachelor's degree recipients in 2007-2008 had enrolled in a graduate program by 2012. This study also shows that 60% of social science Bachelor's degree recipients in 2007-2008 were enrolled in an advanced degree program by 2012, which indicates that subsequent graduate school enrollment is especially high for social science undergraduates.

Although urban studies-specific rates of transition to graduate school are unavailable, information from similar undergraduate degree programs may offer some insight. Among schools similar to the University of Louisville, between 12% and 31% of 2017 Bachelor's degree holders in urban planning enrolled in a graduate program in the *first year* following their graduation. These include the University of Missouri-Kansas City (12%), University of Cincinnati (13%), Iowa State University (21%), and Michigan State University (31%).

Graduates from the B.S. in Urban Studies who go on to advanced studies are expected to enroll primarily in professional degree programs in urban planning (MUP) and public administration (MPA). A smaller number of these graduates will go on to obtain doctoral degrees. Those students who pursue subsequent higher education are expected to hold similar jobs to those who enter the workforce immediately, although they will enter at higher levels of responsibility. Professional degree programs in urban planning will also offer enrollees a quicker path to industry certification through the American Institute of Certified Planners.

The skills that future enrollees in graduate education will gain from the undergraduate program in urban studies are highlighted in the program goals and include:

- the verbal and written skills necessary to convey knowledge gained in the program to others
- the ability to self-reflect and identify how life experiences can bias or impede knowledge
- the application of logical frameworks to urban problems
- an understanding of the intersecting disciplines which comprise the realm of urban studies
- the use of analytical and research tools specific to these disciplines.
- the application of classroom skills to practical urban problems and solutions

### **Unnecessary Duplication**

Include similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.

There are no academic programs in Kentucky within the 45.1201 CIP Code or within the broader 45.12 CIP Code.

### **Cost**

Please provide a summary of revenues and expenditures.

<b>Projected Revenue over Next Five Years</b>	<b>\$3,010,610</b>
<b>Projected Expenses over Next Five Years</b>	<b>\$218,756</b>

**Will additional faculty be needed?** Yes or No

*If yes, please explain how the institution will pay for these additional costs.*

NO

**Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? *If yes, please specify.***

The proposed program will not replace any existing program within the University or the state. At U of L, the Geography Department presently offers a BS in Applied Geography with a concentration in Urban Analysis. Although there is limited overlap between the proposed program and this concentration, our expectation is that the BS in Applied Geography will continue to draw students with career interests more narrowly focused on the technical/analytical aspects of geography. Students with broader interests in the field of geography will opt for other tracks within the BS in Applied Geography, while those students with career goals in which geographical knowledge is only one component may choose the Urban Geography concentration within the proposed program.

In addition, the BS in Urban Studies will provide enhanced course opportunities for undergraduate students in related departments, including Criminal Justice, Pan-African Studies, and Political Science. We also plan to seek inclusion in the Cardinal Core curriculum (Social & Behavioral Sciences) for several of the newly designed courses in the program.

**Provide a budgetary rationale for creating this new program:** *This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

The Urban Studies undergraduate degree program will entail minimal new costs to the University, as it will largely rely on existing resources within UPA, GEOG, and SOC. Program delivery and objectives will be accomplished through re-allocation of existing departmental resources.

The department of Urban and Public Affairs presently has faculty that can teach the bulk of the core curriculum and associated electives. UPA currently offers a number of urban studies-related courses, including three of the nine proposed core courses. The department will adjust teaching loads and create courses as described in the budget section of the proposal.

Benefits to the University include increased enrollment, an additional program to satisfy student demand, and continued fulfillment of the University's metropolitan mission. The proposed undergraduate degree program will also magnify the university's role in the city and region, as our graduates are expected to comprise increasing local governmental staff over time.



University of Louisville  
BS - BACHELOR OF SCIENCE  
45.1201-Urban Studies/Affairs.  
Submission Date: 12/13/2019 17:22

### Full Proposal - Basic Info

Institution : University of Louisville  
Program Type : Single Institution  
Program Name : Urban Studies  
Degree Level : Baccalaureate  
Degree Designation : BACHELOR OF SCIENCE  
CIP Code (2-Digit) : 45-SOCIAL SCIENCES.  
CIP Code : 45.1201-Urban Studies/Affairs.  
Academic Unit (e.g. Department, Division, School) : Department of Urban and Public Affairs  
Name of Academic Unit : Arts and Sciences  
Name of Program Director : Matt Ruther  
Intended Date of Implementation : 8/3/2020  
Anticipated Date for Granting First Degrees : 12/9/2023  
Date of Governing Board Approval : 12/12/2019

### Institutional Contact Information

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**Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

**1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

The undergraduate degree program in Urban Studies is designed to educate, train, and prepare students for future careers in municipal and metropolitan-related occupations, such as planning technicians, public administrators, public policy analysts, or community development specialists.

The program will also give students a strong foundation for future graduate training in affiliated disciplines, including urban planning, public administration, geography, or sociology.

Program Goal #1: Students will demonstrate a comprehensive understanding of the intersecting disciplines that comprise Urban Studies, including the history of the disciplines within the urban context and major urban theories underlying the disciplines. Students will display proficiency with the research tools used within different disciplines.

Program Goal #2: Students will possess the verbal and written skills necessary to convey knowledge gained in the program to others. Students will possess the ability to self-reflect and be able to identify how life experiences, preconceptions, and parochialism can bias or impede knowledge production.

Program Goal #3: Students will be able to apply interdisciplinary knowledge and perspectives in the context of practical urban problems and solutions. All students are required to take URBS 404 Community Engagement – CUE, which is the culminating undergraduate experience course.

Program Goal #4: Students will be able to apply logical frameworks to urban concepts and use information to substantiate policy alternatives.

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**



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The University of Louisville's mission statement details a commitment to become a nationally recognized metropolitan research university. The term "metropolitan" in the University's mission distinguishes it from the land-grant University of Kentucky, and the phrase "research university" distinguishes it from the Commonwealth's other comprehensive state schools. Hathaway et al. (1995) write that "metropolitan universities are best recognized by an interactive philosophy by which these institutions establish symbiotic relationships with their metropolitan areas" (p. 9).

These same authors also provide a broad definition of the metropolitan university model:

"By choosing to fit into the metropolitan university model, a university accepts the added obligation to extend its resources to the surrounding region, to provide leadership in addressing regional needs, and to work cooperatively with the region's schools, municipalities, businesses, industries, and the many other institutions and organizations in the public and private sectors." (p. 11)

By its very nature, the field of urban studies aligns with this aspect of the University's mission. Graduates from the BS in Urban Studies program will possess the knowledge and skills to become local and regional leaders and to engage with the panoply of local and regional institutions. The program's community engagement requirement will place students in a position to fully participate within local government and private or nonprofit organizations, further strengthening the University's ties to the surrounding community and region.

The proposed BS in Urban Studies furthers the University's strategic plan, as laid out in the 2020 Plan and updated with the 21st Century Initiative. The proposed program will empower undergraduate learning by increasing undergraduate research opportunities (Goal 3) – using Louisville Metro as a learning laboratory – and by increasing community engagement experiences (Goal 5). The community engagement requirement will allow students to build relationships with existing businesses, nonprofits, and government offices, and courses such as "Discover Louisville" will give students opportunities to immerse themselves in the city's surroundings and engage with local organizations working to improve its urban environment. The Department of Urban and Public Affairs (UPA) faculty and graduate students are active in the community, and our alumni are well-represented among regional governmental organizations, making UPA well-positioned to help the University achieve these strategic goals.

The 21st Century Initiative also identifies paths to improving the University's financial health, including growth in enrollment in high demand fields and from international students (Goal 1). The BS in Urban Studies will help to address both of these concerns. Between 2000 and 2010, urban metropolitan and suburban metropolitan counties in Kentucky grew by 9% and 14%, respectively, while rural counties grew by less than 1%. With this pattern of increasing urbanization in Kentucky, demand will be high for degrees that focus on urban problems and solutions. Demand at the international level will likely be higher. In 2014, the United Nations noted that nearly all of the projected growth in global population – 1.1 billion people by 2030 – was expected to occur in urban areas. This growth presents a tremendous opportunity for the University of Louisville, as the proposed urban studies program will be a useful means with which to draw international students.

It is projected that the BS in Urban Studies program will draw between 20 and 25 new students per year. Because the program would not directly compete with other majors at the University- or state-level, we expect that this number will be comprised primarily of students who come to the University specifically to obtain an undergraduate degree in Urban Studies. We anticipate that the number of Urban Studies majors could grow to 150 in four to six years, as we expect to draw students from southern Indiana, West Virginia, Tennessee, other southern metropolitan areas, and abroad.

The proposed degree program also fulfills strategic goals within the College of Arts and Sciences, through (1) an increased number of undergraduate degrees conferred, (2) additional interdisciplinary degree program offerings, and (3) an increase in the visibility of the College achieved from offering a degree not currently available within the Commonwealth.

The creation of an urban-focused academic program at the undergraduate level will broaden the reach of the Department of Urban and Public Affairs and enhance the current offerings of the graduate programs in urban planning (MUP) and public administration (MPA). In addition, courses within the current MUP and MPA curricula will augment new courses offered within the BS in Urban Studies. The department will offer crossover courses and modify existing courses to create 500-level courses that accommodate both advanced undergraduates and graduate students.



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**3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The state's strategic vision for post-secondary education emphasizes that "All Kentuckians will be prepared to succeed in a global economy." The proposed BS in Urban Studies is directly associated with this vision as nearly all of the world's future population growth is expected to occur in cities and urban agglomerations. The growth in cities is also not limited to other nations -- after years of decline, many American inner cities are again growing. This growth brings challenges associated with land use, housing, transportation, and administration. The BS in Urban Studies is designed to provide graduates with the knowledge and skills necessary to thrive in organizations that are working on these challenges.

The state's strategic agenda, *Stronger by Degrees*, sets out the goal of increasing the percentage of Kentuckians with some post-secondary certification to 60% by the year 2030. Given that this percentage currently stands at 45%, substantial progress will be required to meet this goal. The proposed BS in Urban Studies will contribute to meeting the objectives of this strategic plan in three primary ways:

**Objective 3:** Increase participation in post-secondary education, particularly among traditionally underserved populations. As noted above, we expect students enrolled in the BS in Urban Studies to primarily be new students to the University rather than existing students from other majors. These new participants in higher education will be drawn from high schools in Louisville and the rest of the state, from high schools in neighboring states, and from the Kentucky Community and Technical College System (KCTCS), contributing to the state's aim for greater educational attainment. In addition, urban studies-related majors have traditionally had higher than average enrollments of under-represented minorities (URMs). In 2017, of the 351 undergraduate majors that had more than 500 degrees completed, approximately 37% of degrees were awarded to URMs (Integrated Post-secondary Education Data System, U.S. Department of Education). The undergraduate majors of Urban Studies/Affairs (43%, ranking 70th) and Urban/Regional Planning (39%, ranking 119th) both had a higher percentage of completions by URMs. As such, we expect the proposed BS in Urban Studies to contribute to the state's ongoing efforts to diversify college and university enrollments. The University of Louisville also has freshman retention rates higher than both the Kentucky average and the U.S. average.

**Objective 7:** Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions. There are several existing programs in KCTCS from which students interested in a BS in Urban Studies might be drawn, including African American Studies, Architectural Technology, Criminal Justice, Global Studies, Historic Preservation Technology, Real Estate Management, and Surveying and Mapping Technology. Successful recruitment of graduates from these programs will be a primary focus of the proposed program, as these students already have a proven track record in higher education. With a Fall 2016 enrollment of nearly 12,000 students, the Louisville-based Jefferson Community and Technical College (JCTC) is the largest college in the KCTCS. Because JCTC campuses are in close proximity to the University of Louisville, the proposed program will serve as a natural draw for graduates from these campuses.

**Objective 9:** Improve the career readiness and employability of postsecondary education graduates. The proposed BS in Urban Studies is distinct from many undergraduate programs in the University and the Commonwealth in that a core requirement of the degree is a short-term community engagement position with a local organization. This internship-like position will provide students with additional knowledge gathered from a professional setting that complements classroom-based learning. Community engagement interns are expected to gain experience in preparing their résumé/CV, interviewing for positions, interacting with other employees in a professional setting, and networking, alongside honing skills for urban problem-solving. We anticipate the community engagement requirement improving the success rate of our graduates in the labor market and potentially developing into a pipeline for full-time positions upon graduation.



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**4. Explain how the proposed program furthers the statewide implementation plan.**

The Kentucky Council on Postsecondary Education has adopted an implementation plan to work with state universities to promote the creation of new undergraduate programs that are the most important to the Commonwealth's research and economic goals. Historically, Kentucky has been much more rural than the U.S. as a whole, and the economy has thus been oriented toward natural resources (e.g., agriculture, forestry, and coal). However, the state has become increasingly urban – climbing from 56% urban in 2000 to 59% urban in 2017 – with rural counties starting to show signs of population decline. Enhancing the administration, design, and livability of our cities will consequently play an important role in the future attraction of new residents and new businesses. The curriculum of the proposed program includes courses in economic development, research methods, and GIS, supporting Kentucky's increasing focus on STEM occupations.

The Council's 2018 Progress Report established as a target that the University of Louisville would graduate 3,100 bachelor's degree students annually by the 2020-2021 AY. The proposed BS in Urban Studies would contribute to this target by attracting new students who might not otherwise apply to the University of Louisville, opting instead for an urban studies program outside of the state of Kentucky. In addition, the University of Louisville is a state leader in providing post-secondary education to a diverse student population. In Fall 2017, the University's enrollment was more than one-fifth traditionally under-represented minorities (URMs), which includes all non-white races and Hispanic ethnicities. This figure (21.7%) is the second highest among state higher education institutions, trailing only Kentucky State University. The anticipated diversity of students enrolling in the BS in Urban Studies will strengthen the University's and Commonwealth's commitment to diversity in educational outcomes.

Finally, the CPE implementation plan prioritizes the importance of "cost controls and innovation in how we deliver postsecondary education and training." Several courses in the proposed program – including the introductory courses and the methods courses – will lend themselves well to utilizing an online or hybrid-course framework. Such a structure releases resources that might otherwise be consumed from offering the courses in the classroom setting and gives students additional flexibility in scheduling.



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## Full Proposal - Quality: Program Quality and Student Success

### 1. List all student learning outcomes of the program.

Student Learning Outcome #1: Demonstrate proficiency in the urban research process, specifically in using spatial and analytical methods to produce, interpret, and evaluate knowledge outcomes within the urban field.

Student Learning Outcome #2: Demonstrate proficiency in writing, specifically in the context of urban phenomena and concepts.

Student Learning Outcome #3: Display practical knowledge of the sociological, geographic, economic, and political forces underpinning urban theory and the ability to relate this knowledge to current urban problems and solutions.

Student Learning Outcome #4: Provide evidence to aid in decision-making and rely on such evidence to draw and justify conclusions.



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**2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**

Curricular Activity for SLO #1: The first two courses that students will take – URBS 201 and URBS 202 – will discuss the interdisciplinary framework within which the field exists and introduce the research process. These two courses are survey courses that will give students a broad overview of the urban studies discipline. Although spatial and analytic methods will be described within the material covered in these courses, students will not be expected to possess these skills. Upon completion of these survey courses, students will take four discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – that will more fully describe each discipline (urban administration, urban geography, urban planning, and urban sociology). Within these foundational courses the research process will be more fully developed. Students will concurrently be enrolled in two analytical/spatial methods courses – URBS 504 and URBS 518 – that will provide the bulk of the training in empirical methods. Students are expected to be proficient in this competency at the completion of URBS 518 in the end of their third year, at which time the competency will be evaluated. Students should exhibit mastery of this competency within the Urban Studies concentration courses taken in the 4th year.

Curricular Activity for SLO #2: The coursework in the Cardinal Core provides students with general skills necessary throughout the remainder of their degree, such as the ability to write effectively. In the context of Urban Studies, students should be familiar with different forms of writing, including descriptive essays, grant funding proposals, and research papers. URBS 201 and URBS 202 will provide students with practice writing about urban concepts, primarily in the form of descriptive essays. The four discipline-specific courses – URBS 301, URBS 302, URBS 305, and URBS 328 – will build upon this foundation and introduce additional forms of writing. In particular, students will develop skill in writing grant proposals in URBS 302 and skill in writing research papers in URBS 301. These writing skills will be reinforced in the concentration courses that students will take in their 3rd or 4th years, with the expectation that students will display proficiency in this competency by the end of the Community Engagement – CUE course (URBS 404) taken in their fourth year. This competency will be assessed at the completion of URBS 404.

Curricular Activity for SLO #3: Two overarching features of the BS in Urban Studies degree are its reliance on multiple disciplinary frameworks and the necessity of its practical application. This competency requires that students are able to demonstrate these ideas. The notion of interdisciplinarity is introduced to students in URBS 201 and URBS 202 – although discipline-specific theories and concepts are not yet discussed. These theories and concepts are developed in the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – which provide students with an overview of the multiple contributing disciplines. The introduction of these disciplines paves the way for the student's later choice of a concentration. During their third and fourth years in the program, students will enroll in guided electives within related social science disciplines, which will broaden their exposure to the field. The student is expected to be proficient in this competency by her/his enrollment in the Community Engagement – CUE course (URBS 404). The evaluation of the competency will occur at the completion of URBS 404.

Curricular Activity for SLO #4: Students are expected to begin utilizing basic critical thinking skills – such as distinguishing between fact and opinion – at the onset of their program of study. Logical problem solving, reasoning, and policy analysis skills will be introduced to students within the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – taken in their third year. Students will concurrently be enrolled in two methods courses – URBS 504 and URBS 518 – that will provide them with the empirical knowledge within which decision-making in the foundational courses is described. As they begin their fourth year of study, students will enroll in courses within their chosen concentration. The use of evidence and evidence-based reasoning will be heavily emphasized within the concentration courses, allowing students to further develop their decision-making skills. Students are expected to be proficient in this competency by the time they complete the Community Engagement – CUE course (URBS 404). This course will require a research paper that will serve as evaluative evidence of this competency.



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**3. Highlight any distinctive qualities of this proposed program.**

The most distinctive quality of the proposed BS in Urban Studies is that the program is the only one of its kind offered within the Commonwealth of Kentucky. Although there are related majors and degrees (e.g., political science, sociology, geography) offered at many of Kentucky's public universities, none offer the varied programmatic inputs and focus on the urban phenomenon as does the proposed degree. The Kentucky programs with the closest nature are the concentration in Urban Analysis in the Geography Department at the University of Louisville, University of Kentucky's minor in American Studies, and Western Kentucky University's major in Social Studies (offered through the History department).

Being the only program of its kind in Kentucky, the proposed degree is expected to draw existing Kentucky high school graduates who are presently leaving the state to earn a Bachelor's degree in Urban Studies. The program would also draw students from bordering states, particularly those with which the University of Louisville offers tuition reciprocity.

The proposed BS in Urban Studies will also give students direct access to potential future employers through its community engagement requirement. The community engagement position will expose students to actual employment situations that they might otherwise not experience prior to graduation, thus preparing them for these future positions. Because of the broad transdisciplinary nature of the program – in which connections between academic learning and non-academic agencies and institutions are developed and explored – we expect our interns and graduates to be highly sought.

The BS in Urban Studies degree is being proposed within Urban and Public Affairs, a department with an existing tradition of successfully educating graduate students. The development of an undergraduate degree within an existing predominantly graduate department is a more unusual occurrence than the development of a graduate degree within an existing undergraduate-only department. Our faculty already have demonstrable expertise in the subjects to be taught, our graduate students are well-positioned to provide program and job-market guidance to incoming undergraduate students, and the department has existing professional networks that can be utilized as additional pedagogical or employment resources.

Finally, UPA hopes to gain approval within the next few years for an accelerated degree program for UofL undergraduates. This degree program would provide outstanding undergraduates the opportunity to earn a Bachelor's degree in Urban Studies and a Master's degree in Urban Planning or Public Administration – both of which would be offered through UPA – within five years. The Departments of Geography and Sociology also offer graduate degrees – the MS in Applied Geography for the former and the MA in Sociology and PhD in Applied Sociology for the latter – which are likewise expected to benefit from increased undergraduate enrollments. The proposed BS in Urban Studies will be a natural conduit to an advanced degree for those students that are interested in obtaining one. We anticipate that the accelerated degree program will itself be a draw for potential Urban Studies undergraduates.

**4. Will this program replace any existing program(s) or specializations within an existing program?**

NO

**5. Include the projected faculty/student in major ratio.**

At the end of the first 5 years of the program, assuming 15 new students each year (cohort), the projected faculty to student ratio would be 1:11.

**6. Is there a specialized accrediting agency related to this program?**

NO

**7. Attach SACS Faculty Roster Form.**

7 SACS Faculty Roster Form.pdf

**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

We have attached an analysis from Dean of Libraries Robert Fox which states that the library's collection of monographs, journals, and electronic resources are adequate to support the proposed program. Of the top 20 urban studies journals (as ranked in the 2017 Journal Citation Reports published by Clarivate Analytics), the University currently subscribes to all but one. In addition, the presence of the Department of Urban and Public Affairs (UPA) indicates that current support for urban-related research exists.



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10 LIB--Letter of Support for a BA in Urban Studies.pdf

11 LIB--BA Urban Studies Major\_Library Support Analysis.pdf

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

No new physical facilities will be required to implement the proposed program. Faculty and staff are already accommodated through existing office space in the Department of Urban and Public Affairs (UPA) at 426 West Bloom Street. UPA currently has mostly evening classes scheduled, so classroom space is available for daytime classes. Larger classes (40+ students) would have to be programmed within existing space on Belknap campus. We anticipate that existing space in the UPA's current building will be able to accommodate program courses for the first several years. Assuming that the program grows to meet our projections, larger classrooms outside of UPA may be required.

UPA also presently has instructional equipment to support the program, including laptops and projectors, whiteboards, multiple printers, a copier room, and a computer lab with eight workstations.

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

#### Admission

There are no additional criteria for admission or transfer beyond existing University and College of Arts and Sciences admission requirements. These include an application form, application fee, high school transcript or GED, and ACT or SAT scores.

Students can declare the Urban Studies major at any time, but it is suggested that students declare the major by the end of the sophomore year. It is expected that the number of students advancing through the system will remain at the overall university average rate. It is also anticipated that full-time students will be engaged in the program for four years and part-time for six years.

#### Retention

Existing advising services will be used to empower students to remain invested in their educational goals and to encourage student retention. College of Arts and Sciences advising is mandatory for all incoming students and continuing students with fewer than 30 credit hours earned. Upon selection of the major, students will be required to meet each semester with Dr. Matthew H Ruther, who will serve as the program advisor for the BS in Urban Studies.

The University maintains an academic support service – REACH, Resources for Academic Achievement – to assist in retention of students. REACH provides academic support services and retention programs, including intervention courses, REACHout celebrations, student success seminars, finals blitz, and academic mentoring. The University's freshman retention rate in 2017 was 80.3%, which is above average for Kentucky's public universities.

#### Degree Completion

In order to graduate with the BS in Urban Studies a student must: (1) complete all general education and program course requirements; (2) complete a minimum of 121 credit hours, of which at least 60 must be at an accredited 4-year institution, at least 30 must be at the University of Louisville, and at least 50 must be within courses numbered 300 or higher; and (3) maintain a GPA of 2.00 or higher.

**10. Clearly state the degree completion requirements for the program.**

Degree completion will require students to complete 121 credit hours, which include the general education requirements, core courses, concentration courses, and required electives. This number includes a three-credit-hour community engagement position to be carried out at an organization of the student's choosing. The community engagement course also serves as a Culminating Undergraduate Experience (CUE) to be completed during or after the junior year of study.



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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	121	29	21	56
Urban Administration concentration	121	29	21	56
Urban Geography concentration	121	29	21	56
Urban Planning concentration	121	29	21	56
Urban Sociology concentration	121	29	21	56

**12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

UofL will cooperate with other departments and institutions offering content related to the proposed program. Because there is currently no undergraduate urban studies program within the state, we expect the BS in Urban Studies to complement existing related programs at UofL and at other state-supported institutions.

Given the lack of a similar major at other institutions in the state, no specific arrangements have been made with regard to student transfers. The Urban Studies degree will encourage applications from the existing transfer agreement between the University of Louisville and the Kentucky Community and Technical College system through meetings with associated KCTCS faculty.

**13. List courses under the appropriate curricular headings.**

5 CourseTemplate--BS in Urban Studies-UofL 8-13-19.xlsx

**14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?**

YES

YES Distance learning

NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

NO Technology-enhanced instruction

NO Evening/weekend/early morning classes

NO Accelerated courses

NO Instruction at nontraditional locations, such as employer worksite

NO Courses with multiple entry, exit, and reentry points

NO Courses with "rolling" entrance and completion times, based on self-pacing

NO Modularized courses



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**Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**

The Urban Studies program will offer at least three of the core courses both in the classroom and online and made available to the Kentucky Virtual University System. The three courses that will be offered this way are URBS 102, URBS 304, and URBS 318. Other hybrid and distance education courses will be considered for development as the program becomes more established.

In the near future, we intend to incorporate the Urban Studies undergraduate major into accelerated degree programs with the Masters of Urban Planning and Masters of Public Administration degrees. These graduate programs are extant and in the same Department as the proposed BS in Urban Studies.



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## Full Proposal - Demand: Program Demand/Unnecessary Duplication

### 1. Student Demand:

#### a. Provide evidence of student demand at the regional, state and national levels.

Although the University of Louisville does not currently offer an undergraduate degree in Urban Studies, related programs within the university have healthy enrollments. These programs – with the average number of degrees awarded per year (2015-2017) shown in parentheses – include Pan-African Studies (10), Geography (25), Sociology (46), Public Health (25), and Political Science (98). In addition, the existing Master of Urban Planning and Master of Public Administration programs in the Urban and Public Affairs (UPA) department annually award 14 and 13 degrees, respectively.

In The American Freshman: National Norms Fall 2016 (their most recent survey of incoming undergraduate students), UCLA's Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates reporting an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies. Although this may not initially appear to be a large number, it is important to note that there are, relatively speaking, fewer existing undergraduate programs within this particular discipline.

According to the NCES, over the 2015-2017 period, 281 institutions conferred undergraduate degrees in urban studies/affairs, and 134 institutions conferred undergraduate degrees in city/urban, community, or regional planning. There was a total of 3,237 urban studies degrees and 2,554 urban planning degrees conferred during this three-year period. The number of such degrees awarded has increased slightly since 2010.

Total Bachelor's Degrees Conferred from U.S. Institutions

Major (1st or 2nd) (2010, 2015, 2016, 2017)

Urban Studies/Affairs (1,023, 1,088, 1,070, 1,079)

Urban Planning (852, 881, 798, 875)

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

The university awarding the largest number of undergraduate urban planning degrees was the University of Southern California, which awarded an average of 113 degrees per year. This was followed by Arizona State University (89) and the University of California-Davis (67). Twelve separate institutions awarded more than 25 undergraduate urban planning degrees per year. The university awarding the largest number of undergraduate urban studies degrees was Cleveland State University, which awarded an average of 61 degrees per year. This was followed by the University of California-Irvine (53) and the University of California-San Diego (42). Sixteen separate institutions awarded more than 25 undergraduate urban planning degrees per year. Overall, these figures suggest that the number of students interested in majoring in an urban-related field remains robust.

We believe that there is unmet demand for urban studies-related degrees in the state of Kentucky. Relative to neighboring states, Kentucky confers very few undergraduate degrees in urban studies-related fields, which include Urban Studies/Affairs, City, Community, and Regional Planning, and Public Administration and Policy Analysis. While all of these states have larger undergraduate student populations than does Kentucky, the difference in population size does not account for this vast disparity. Although it's possible that Kentucky students are overall less interested in these urban-related fields or are majoring in more tangential subjects, we believe that there is a non-negligible number of Kentucky students that are majoring in urban-related fields in neighboring states.

Several of our regional peer institutions conferred similar or larger numbers of degrees in the five urban studies-related fields in 2017: University of Cincinnati (32), University of Pittsburgh (38), University of Illinois at Chicago (27), Virginia Commonwealth University (36), Wayne State University (50). Cleveland State University, while not an official peer institution of the University of Louisville, conferred 88 degrees in 2017.

#### b. Identify the applicant pool and how they will be reached.

There are several ways in which we hope to draw applicants to the proposed program. First, applicants will be drawn from the general pool of undergraduate students who want to attend UofL and who have a particular interest in urban



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studies. Because the University is looking to increase undergraduate enrollment, and because there is no similar program currently offered by the University, we expect that the new program will not cannibalize existing programs.

The issue of student diversion is certainly relevant here, and we have already taken steps to diminish the probability of the new program gaining students at the expense of other programs. Notably, the Urban Studies program is designed as a collaboration between UPA, Sociology, and Geography. Sociology and Geography are the two departments where diversion of students would most likely occur with the implementation of the new program. The integration of these departments within the Urban Studies core and within the offered concentrations will minimize enrollment reductions that might arise from student diversion. If, for example, a student who would otherwise have majored in Sociology decides instead to major in Urban Studies, it is very likely that this student would choose the Urban Sociology concentration within the track. This student would therefore still enroll in a minimum of six courses – and possibly more – within the Sociology department.

Given the University's desire to grow enrollment in an absolute sense, we see the ability of this major to be a primary engine for growth coming from the enrollment of students who would otherwise not have attended UofL. We have met with Jim Begany (UofL's Vice Provost for Strategic Enrollment Management and Student Success) and have set up a plan for recruitment that will be implemented once the program has been approved. Mr. Begany has indicated that enrollment management will work with us to help identify potential recruitment targets. Our plan for recruitment is detailed below.

Upon approval of the program, the Urban Studies program director will meet with Mr. Begany and Jenny Sawyer, Director of Admissions, to explain the new degree and detail keywords that may signify target candidates within their purchased prospective student lists. The Enrollment Management office may thus curate annotated lists of prospective students for the program. UofL presently employs regional recruiters in Cincinnati, Nashville, Chicago, and St. Louis, and we will share with these individuals program details and contact information. These cities are among the most attractive candidates for recruiting, as detailed in part (4) below. We are particularly interested in identifying students from Kentucky who may opt for an urban studies program at a school in a neighboring state because of a lack of a corresponding program in Kentucky. We are also interested in students from neighboring states that may choose the urban studies program at UofL over a similar program within their state due to the desire to relocate to Louisville.

More detailed recruiting efforts will also be undertaken:

**General Recruitment:**

- \* Attend college fairs sponsored by the National Association for College Admissions Counseling (NACAC). We'll use traditional recruiting means (promotional posters, tables) at these events.
- \* Promote the program at on-campus recruiting events, including Accolade and Cardinal Preview Day.
- \* Attend the Fall Majors Fair at JCTC. As an urban-situated community college, JCTC is likely to enroll many students who have an interest in urban issues and topics. Existing programs at JCTC, including African American Studies, Global Studies, and the Associates of Arts, will provide prospective students with their general education requirements, and the prospective students will be recruited to UofL via the ULtra (Future UofL) program (a service for JCTC students planning to transfer to UofL).
- \* Work with KCTCS (and, particularly, Gateway CTC in Northern Kentucky) to disseminate information about the program to prospective transfer students.
- \* Add the Urban Studies program to those programs on the "Standing Departmental Visits Schedule" for visiting prospective students.
- \* Become involved in international recruiting efforts that are being established at UofL.

**Specific Recruitment:**

- \* Reach out to our alumni groups to broadcast the introduction of the new degree program.
- \* Solicit our existing local networks to share information about the degree program with high school groups with whom they interact. Some local organizations with whom we have worked in the past include Metro Council, the Center for Neighborhoods, Louisville Metro Parks, and the Urban League. These organizations will benefit from our recruitment efforts through the community engagement activities of our graduates and the intangible effects of a more engaged



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citizenry.

\* Promote the program at local events that draw large numbers of young people, both from inside and outside of the state (e.g., Forecastle Festival, Derby Festival, Kentucky State Fair).

\* Engage local and regional high school students with urban planning and history workshops and field trips organized by the faculty.

\* Market the program through existing social media channels and on websites frequented by individuals with established urban interest (e.g., Citylab, The NewGeography, Planetizen, Streetsblog).

In all cases, prospective students exhibiting an interest in the program will be pursued via more informal emails from relevant individual faculty members in the department(s).

**c. Describe the student recruitment and selection process.**

The proposed program will advertise on the University web site (louisville.edu), the websites of the collaborating departments, and with printed and web materials distributed through existing UPA, GEOG, and SOC program channels and social media networks. Events such as freshman orientation, GIS Day, and similar events on campus and in the community will be opportunities for recruitment into the degree. The BS in Urban Studies will continue UPA's ongoing efforts in promoting to and recruiting from historically underserved populations. More detailed recruitment strategies are detailed in Question b above.

Recruitment will be carried out by the program director and members of UPA's existing Recruitment Committee, in consultation with representatives from each of the cooperating departments. Department faculty are also expected to recruit informally through attendance at regional and national conferences and meetings. Students will be selected through the standard University of Louisville College of Arts and Sciences admissions process. These include an application form, application fee, high school transcript or GED, and ACT or SAT scores.

**d. Identify the primary feeders for the program.**

The Department of Urban and Public Affairs is well-established, has alumni throughout the city and region, and maintains formal or informal partnerships with a number of local and regional organizations. These include Jefferson County Public Schools, Louisville Metro Government, the Community Foundation of Louisville, the Center for Neighborhoods, Louisville Urban League, and Metro United Way, among others. We intend to leverage these relationships to help draw prospective students into the proposed program. In particular, the Career and Technical Education program run through JCPS offers high school students the opportunity to concentrate in programs that might lead to a future undergraduate degree in urban studies, such as International Studies, Environmental Studies, and Geographic Information Systems. In addition, we plan to become involved in the 55,000 Degrees initiative, a local organization working to improve educational attainment within the city.

As noted above, the University has an existing partnership with JCTC and KCTCS – called ULtra – to encourage the transfer of students from schools in these systems to UofL for undergraduate degree completion. The idea is to create a seamless transition that meets the needs of students, many of whom come from underserved populations, and also provide them with robust opportunities to continue their education. This program would provide a pool of students that might potentially be interested in a major in urban studies.

Primary beneficiaries of the well-rounded, civic-minded students the proposed undergraduate program would produce are state and local governments. As such, we intend to enlist these entities to promote the BS in Urban Studies, to the extent possible. The nature of the urban studies degree, which encourages local participation and community-based learning, means it is one that these state and municipal agencies are very likely to support.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**



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It is anticipated that 15-20 new students per year will be attracted to the proposed degree. Approximately 20% of students enrolled at UofL are part-time, a number that is unlikely to be different for this particular program. Working from the low end of the projection, this implies that at the end of the first five years the program would have 60 full-time majors and 15 part-time majors. The first full four-year cohort would graduate 15 students. It's expected that the proposed program may draw some students from existing programs during its first 1-2 years, as existing students may switch majors to urban studies if they find it more suitable to their career goals. However, in the long-term we feel that the program will draw new students to the University because they are specifically seeking an undergraduate degree in urban studies. The applicant pool, recruitment process, and primary feeder plans described above suggest that considerable effort will be made to ensure that existing programs do not suffer from the implementation of the new program, and most attention will be focused on prospective students who would otherwise not come to UofL.

We also believe that the total number of course enrollees (whether majors or not) is a valid indicator of the enrollment success of the program. Some of our proposed courses – such as “The Making of Urban Places” and “Discover Louisville” – are expected to attract a significant number of non-majors. To that end, we've included total number of course enrollees as an additional enrollment target.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2020-2021	0	15
2021-2022	0	30
2022-2023	5	45
2023-2024	10	60
2024-2025	15	75



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## 2. Employer Demand:

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

### General Trends

Graduates of the BS in Urban Studies program will be versed in urban economics, urban sociology, governance, research methods and, depending on the choice of concentration, urban planning or public administration theory. Based on information gleaned from existing programs across the country, this broad range of knowledge is fitting for a number of industries and occupations in the public, private, and nonprofit sectors. Most notably, urban studies graduates work in local or regional governments, and these jobs are broadly based. Within the United States there are 3,304 county governments, 19,431 municipal (e.g., city) governments, 16,056 township governments, and 35,356 "special district" governments, and our graduates will be well-positioned for employment in most of these organizations. Urban studies graduates may also work in state and federal government, community development, housing and real estate, and human services agencies. In addition, students with particular interests may seek out employment in public health, education, or environmental advocacy. Within these different industries, graduates might hold various occupational positions, such as urban planner, land assessor, GIS technician, or policy, budget, or financial analyst, manager, or administrator.

The thing that underlies these different industries and occupations is the comprehensive collection of social science knowledge and skills. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles and also understand concepts of land use and physical space. Labor market forecasts are shown below for five occupations (spanning multiple industries) that graduates in urban studies might hold. While this list is far from exhaustive, it nevertheless shows the promise of occupational growth for students graduating with the BS in Urban Studies.

Urban and Regional Planners: Average wage: \$51,578 (regional), \$50,115 (state), \$71,490 (national). In 2014, there were 2 openings in the region and 18 openings in Kentucky, and in 2016-17 there were 3,500 openings nationally.

General Social Scientists and related workers: Average wage: \$73,203 (regional), \$60,236 (state), \$79,370 (national). In 2014, there was 1 opening in the region and 10 openings in Kentucky, and in 2016-17 there were 4,200 nationally.

Community and social service specialists: \$39,488 (regional), \$39,605 (state), \$41,570 (national). In 2014 there were 37 openings in Kentucky, and in 2016-17 there were 14,100 openings nationally.

Appraisers and assessors of real estate: \$69,888 (regional), \$57,116 (state), \$54,010 (national). In 2014 there were 7 openings in the region and 47 openings in Kentucky, and in 2016-17 there were 6,700 openings nationally.

Social Science Research Assistant: not applicable regionally, \$37,148 (state), \$46,000 (national). In 2014 there were 3 openings in Kentucky, and in 2016-17 there were 4,100 openings nationally.

Source (regional): Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training.

Source (state): Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training.

Source (national): U.S. Bureau of Labor Statistics, Occupational Employment Forecasts



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### 3. Academic Disciplinary Needs:

As the U.S. higher education system continues to mature, it's become evident that "single discipline" thinking is not adequate for solving many pressing social issues. Solutions to problems ranging from segregation to housing shortages to job-worker geographical mismatches are not the province of any single department, but rather will require input from many disciplines. The notion of the university as an academic fortress organized into departmental silos is falling by the wayside as universities and colleges continue to engage in more interdisciplinary and transdisciplinary research. Urban studies lends itself to such cross-disciplinary research. Increasingly, funding organizations such as the National Science Foundation are establishing programs to foster multi- and transdisciplinary research and soliciting proposals in these areas. The proposed undergraduate program will function as a catalyst to increase education and conduct research on urban issues and will increase our competitiveness in writing successful proposals for multi- and transdisciplinary research in urban and public affairs.

Another benefit of the proposed BS in Urban Studies is that it aligns with the continued shift in academia beyond exclusively classroom-based learning. A recent CareerBuilder survey indicates that employers believe that academic institutions are failing students in having too much emphasis on classroom-type learning (44% of employers) and not focusing enough attention on internships (17% of employers). The proposed program, with its focus on community-based experiences and community engagement requirement, will help to bridge these gaps.

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

(Should not be blank)

### 4. Similar programs:

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

YES

**Please identify similar programs in other SREB states and in the nation.**

SREB

Georgia State

Savannah State

College of Charleston

University of Texas—Austin

University of Texas—Arlington

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

National (sample)

Ohio University

Michigan State

University of Wisconsin—Milwaukee

University of Wisconsin—Green Bay

University of Michigan—Dearborn

Arizona State University

University of Central Oklahoma

University of Nebraska—Omaha

University of Missouri—Kansas City

Boston University

Wayne State University

University of Utah

University of Illinois—Chicago



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b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

1. Will this program require additional resources?

NO

2. Will this program impact existing programs and/or organizational units within your institution?

YES

Please describe the impact.

The additional 20 students per year anticipated within the proposed program would have a marginal impact on university enrollment and on undergraduate student advising services in A&S. Given the University's goal of increasing the number of bachelor's degrees conferred this is a desirable outcome.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The program is not presently requesting additional resources, as program delivery and objectives will be accomplished through re-allocation of existing departmental resources. Advising will occur through existing A&S advisement channels. This question will be revisited at the program's next review.

The Urban Studies undergraduate degree program will entail minimal new costs to the University, as it will largely rely on existing resources within UPA, GEOG, and SOC. Benefits to the University include increased enrollment, an additional program to satisfy student demand, and continued fulfillment of the University's metropolitan mission. The proposed undergraduate degree program will also magnify the University's role in the city and region, as our graduates are expected to comprise increasing numbers of local governmental staff over time.

A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Total Resources Available from Other Non-State Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>State Resources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Internal</b>						
Allocation :		0	0	0	0	0
Reallocation :		42036	42876	43734	44609	45501



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A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :		<p>The core curriculum for the BS in Urban Studies includes four new lecture courses, one new independent-study-style course, and two existing courses in the Department of Urban and Public Affairs, as well as one existing course in each of the Departments of Geography and Sociology.</p> <p>The new lecture courses in UPA will be taught by Dr. Matt Ruther (URBS 201), Dr. Kelly Kinahan (URBS 202), Dr. Frank Goetzke (URBS 301), and Dr. Lisa Bjorkman (URBS 302). These faculty are being reassigned from lower enrollment graduate elective courses. These include special topics courses (UPA 680) taught by Dr. Bjorkman (2 enrolled students in Spring 2019), Dr. Goetzke (4 enrolled students in Spring 2019), and Dr. Kinahan (17 enrolled students in Spring 2018), and a redundant statistics course taught by Dr. Ruther (7 enrolled students in Spring 2019). Due to the low enrollments and elective status of the courses previously taught by these faculty members, the removal of these courses is expected to have minimal impact on existing students or the existing graduate programs.</p> <p>The new independent-study-style course (URBS 404) will be coordinated/supervised by the program director of the Urban Studies program. This and other administrative responsibilities of the program director will entitle this faculty member to a one-semester course release.</p> <p>The existing courses required in the Urban Studies core have sufficient seats available to accommodate the new students. These include URBS 504 (17 of 25 seats available in Spring 2019), URBS 518 (14 of 45 seats available in Spring 2019), URBS 305 (29 of 45 seats available in Fall 2019), and URBS 328 (35 of 40 seats available in Fall 2019).</p>				
<b>Student Tuition</b>						
	New :	171900	354114	547106	751359	967375
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		15 enrolled students in Year 1, 30 in Year 2, 45 in Year 3, 60 in Year 4, and 75 in Year 5. Assumes tuition of \$5,730 per semester (in-state, 2018-2019 AY), with a 3% increase in cost per year.				
<b>Total</b>						
	New :	\$171,900	\$354,114	\$547,106	\$751,359	\$967,375
	Existing :	\$42,036	\$42,876	\$43,734	\$44,609	\$45,501
	<b>Total Funding Sources :</b>	<b>\$213,936</b>	<b>\$396,990</b>	<b>\$590,840</b>	<b>\$795,968</b>	<b>\$1,012,876</b>
<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>						
	New :	9331	9518	9708	9902	10100
	Existing :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
<b>Other Professional</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Faculty</b>						
	New :	32705	33359	34026	34706	35400
	Existing :	0	0	0	0	0
<b>Graduate Assistants (if master's or doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Student Employees</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		Administrative expense is based on the cost of a one-semester course release for the Urban Studies program director. This amount is 10% of the mean UPA faculty salary in 2019 (\$93,312), which is the standard amount allotted for a single course in faculty workplans. Faculty expense is based on a 10% share of 2019 faculty salaries for Drs. Bjorkman (\$71,674), Goetzke (\$95,845), Kinahan (\$70,000), and Ruther (\$89,526). All salaries assume a 2% cost increase per year.				
<b>Equipment and Instructional Materials</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Library</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Contractual Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Academic and/or Student Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Other Support Services</b>						
	New :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Faculty Development</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Other</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Total</b>						
New :		\$42,036	\$42,877	\$43,734	\$44,608	\$45,500
Existing :		\$0	\$0	\$0	\$0	\$0
<b>Total Budget Expenses/Requirements :</b>		\$42,036	\$42,877	\$43,734	\$44,608	\$45,500
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$171,900	\$354,113	\$547,106	\$751,360	\$967,376



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## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

Student Learning Outcome #1: Demonstrate proficiency in the urban research process, specifically in using spatial and analytical methods to produce, interpret, and evaluate knowledge outcomes within the urban field.

Measure #1: Students will complete a quantitative mapping project in URBS 518 that highlights application of the knowledge and skills learned in the major foundational courses.

Student Learning Outcome #2: Demonstrate proficiency in writing, specifically in the context of urban phenomena and concepts.

Measure #2: Students in the URBS 404 class will complete a reflection paper as a requirement of the Community Engagement – CUE course. In this reflection paper students will be asked to: describe the functional structure of the organization in which they served; comment on the mix of people within the organization and within the population served; detail the effect that the organization has on the city it serves; identify possible issues with the ability of the organization to fulfill its mission and suggest possible solutions; illustrate the skills they bring to the organization, the skills that they may lack, and their successes and disappointments in the engagement project.

Student Learning Outcome #3: Display practical knowledge of the sociological, geographic, economic, and political forces underpinning urban theory, and the ability to relate this knowledge to current urban problems and solutions.

Measure #3: This learning outcome will be assessed through an evaluation of the student's practical knowledge by the Community Engagement – CUE course supervisor in the external organization. The supervisor in the external organization will be presented with a 10-question skills assessment pertaining to the student's ability to perform as a constructive member of their urban organization.

Student Learning Outcome #4: Provide evidence to aid in decision-making, and rely on such evidence to draw and justify conclusions.

Measure #4: Students will complete a research paper as a requirement of URBS 404, Community Engagement – CUE course. The paper topic will be related to the field or organization within which the student's community engagement is occurring, and will be chosen in coordination with the instructor of record for the course (likely the Program Director). This research paper will highlight an existing issue or question within the field, which the student will be expected to describe, analyze, and provide suggested resolution(s) grounded in evidence.

#### Indirect Measures

Additional measures of programmatic effectiveness and student success will be measured annually, including persistence rates, completion rates, and post-graduation employment rates. We will also periodically complete employer and alumni surveys to ensure that the program's goals and learning outcomes are in line with those skills sought by employers.

#### b. When will the components be evaluated?

Components will be evaluated during the academic semester as students complete their assignments.

#### c. When will the data be collected?

Student learning outcome (SLO) data will be collected upon completion of each academic semester, with annual results evaluated in early summer.



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**d. How will the data be collected?**

Course data related to learning outcomes will be collected through course assessments; other courses data will be collected through online course evaluations; community engagement data will be collected through forms submitted by the student and her/his agency mentor. Student exit surveys will be conducted during one-on-one interviews or through online surveys with graduating students. Alumni surveys will be carried out online and through social media.

**e. What will be the benchmarks and/or targets to be achieved?**

Evaluation Criteria #1: The quantitative mapping project will be evaluated according to the rubric and assessed as Excellent, Proficient, Satisfactory, or Unsatisfactory.

Target #1: 80% of students will be assessed as Satisfactory or above. For the first five years of the program, this assessment will include all students.

Evaluation Criteria #2: The reflection paper exceeds standards when it provides a compelling and objective portrait of the organization, its mission, and its results, and shows high mastery of self-reflection in the skill evaluation. There is clear evidence of a consideration of diversity and inclusion within the descriptions of co-workers, colleagues, and clients. The paper will exhibit excellent grammar, spelling, and structure. The reflection paper meets standards when it proficiently describes the organization, its mission, and its results and shows an adequate ability to self-reflect in the skill evaluation. There is no clear evidence of a consideration of diversity and inclusion within the descriptions in the paper. There may be minimal grammatical, spelling, or other writing errors. The reflection paper fails to meet standards when it only perfunctorily details the organization and its mission and/or shows little or no evidence of self-reflection in the skill evaluation. The paper shows evidence of a misunderstanding of the concepts of diversity and inclusion. Grammatical and other written errors are notable and distracting.

Target #2: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Evaluation Criteria #3: External evaluation questions will be measured on a seven-point Likert-type scale. A student exceeds standards if the average score on the post-assignment supervisor evaluation is 5.5 or more. A student meets standards if the average score on the post-assignment supervisor evaluation is 4.0 or more but less than 5.5. A student fails to meet standards if the average score on the post-assignment supervisor evaluation is less than 4.0. In the case where a student fails to meet the quantitative standard due to the post-assignment supervisor evaluation, the program director will request a meeting with the supervisor to further discuss the student's performance.

Target #3: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Evaluation Criteria #4: A student exceeds standards when the CUE research paper presents a logical and compelling narrative that draws from concepts in multiple urban disciplines. The paper contains no instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements, and displays negligible bias or conjecture. There is clear evidence of the influence of multiple perspectives within the research paper, it maintains a logical internal consistency, and it provides a well-supported conclusion. A student meets standards when the CUE research paper continues to draw from multiple disciplines, but is less well structured. There may be infrequent instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements. The paper may display minimal bias or conjecture. There is evidence of influence of the CUE research paper on the CUE reflection paper, but there may exist limited inconsistencies between the two. A student fails to meet standards when the CUE research paper presents an illogical narrative or does not draw from multiple disciplines. There are frequent instances of fallacious reasoning, unsupported facts or arguments, and/or normative statements. The paper displays bias, conjecture, or one-sidedness. There is no evidence of influence of the CUE research paper on the CUE reflection paper or there are notable inconsistencies between the two papers.

Target #4: 80% of students will meet or exceed expectations. For the first five years of the program, this assessment will include all students.



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**f. What individuals or groups will be responsible for data collection?**

The Urban Studies Program Director will be responsible for data collection.

**g. How will the data and findings be shared with faculty?**

The Urban Studies Program Director will present the data to the remaining faculty at the first faculty meeting of the next academic year. Curricular or programmatic changes can be made at this time and are the responsibility of the Department Chair in cooperation with the Program Director.

**h. How will the data be used for making programmatic improvements?**

The student learning outcomes data will be assessed at faculty meetings, with minor adjustments, improvements, or curricular changes requiring a vote of the program faculty. Biennial reviews of the program curriculum and structure will be carried out to ensure that the program continues to align with similar programs and with employers' expectations for graduates.

Enrollment figures will be fully assessed during the program's initial five-year review period. Remediation at the five-year point (if needed) will depend on available resources, leadership priorities at the time of review, and the desire of the faculty to maintain the degree.

**2. What are the measures of teaching effectiveness?**

The program will use teaching evaluations, student satisfaction surveys, and alumni surveys to measure teaching effectiveness. Teaching effectiveness encompasses student understanding, topical relevance, and instructor organization and accessibility.

The UofL Office of Institutional Effectiveness is working on implementing a short set of standardized course evaluation questions related to teaching effectiveness to be used across all student evaluations. These questions were developed in conjunction with a group of unit associate deans.

**3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

Instructors are expected to adjust their courses appropriately, as determined by the evaluations. In cases in which teaching effectiveness is not improved, skill seminars or course reassignment may be warranted. Instructors will also be encouraged to utilize the resources of the UofL Delphi Center for Teaching and Learning to improve teaching effectiveness.

**4. What are the plans to evaluate students' post-graduate success?**

Graduates from the Urban Studies undergraduate program will be included in the alumni surveys that are currently performed by the department on a biennial basis. These surveys are carried out online and via social media channels.



Course Title (CIP)

**Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)**

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/pre-professional (P)
URBS	201	The Making of Urban Places	This course serves as the foundation for the major, introducing students to the study of cities using an interdisciplinary approach that includes economics, history, planning, public administration, and sociology. Discusses the social, economic and political structures that operate within cities at the national and global scales. Identifies issues, problems, and policies related to urban settlement, including land-use patterns, population change and migration, location theory, infrastructure, and economic development.	C
URBS	202	Discover Louisville	This course reviews Louisville's sociological, economic, and political history from past to present, describing Louisville's role within the nation, within the state, and within the local area. Discusses how large-scale economic changes (e.g., deindustrialization) might affect cities through comparisons of Louisville to other cities in the Rust Belt and the Sun Belt. Familiarizes students with concepts of neighborhood and community development, including the principal agents and entities responsible for development, through an exploration of Louisville's neighborhoods. Identifies potential strategies for the city and the region moving forward.	C
URBS	301	Principles of Urban Planning	This course covers the development of contemporary urban planning concepts and principles, detailing the nature, purpose, and scope of planning decisions and initiatives. Students will (1) develop an understanding of the historical rationale for urban planning, with a focus on the evolving rationale for planning in the U.S., (2) discuss the relationships between physical, social, and economic planning, (3) gain knowledge about contemporary planning practice and current issues faced by planners, and (4) engage firsthand with urban planning issues and phenomena in the Louisville context.	C
URBS	302	Foundations of Urban Administration	This course examines the theories and processes of urban administration in a variety of settings within developed and developing countries. Primary topics include types of administrative structures, the history of urban administration theory, the interaction between local, state, and federal government systems, urban financial systems and budgeting, the role of government in the management of public policies, and policy analysis.	C
URBS	504	Urban Data Analysis	This course introduces urban research decision-making processes and procedures. Students will develop an understanding of procedures for obtaining empirical knowledge about urban issues and ways to extract the meaning of urban data. Additionally, this course will expose students to relevant primary sources, methods, and applications for analyzing and processing different types of urban data.	C
URBS	305	Urban Sociology	This course will introduce students to the sociology of urban areas, including: the study of how humans organize their lives in cities; analysis of the form and development of population groups within cities; and review of theories and research that aid understanding these phenomena.	C
URBS	518	Urban Demography and GIS	This course will introduce students to geographic information systems (GIS) as an analytical tool with which to study urban demographic issues. The material will be geared towards students in the urban planning, public administration, and urban studies programs, with a focus on demographic data and issues frequently encountered by planners, policymakers, and policy analysts. Topics that will be covered include migration, housing and neighborhood development, segregation, and land use.	C
URBS	328	Urban Geography	This course examines the association of activities in urban areas as they are expressed in patterns of land use and occupancy features. Students will acquire an understanding of historical and contemporary spatial growth patterns in cities, and learn how the geographic features of a city affect its evolution. The material will cover the U.S. case, as well as examples from around the globe.	C
URBS	404	Community Engagement - CUE	The community engagement course is a guided work experience designed to give students a realistic exposure to employment in the urban studies field, and to expose students to the myriad demands that face public service administrators, managers, and planners. This work experience offers the student the opportunity to integrate and test the skills and knowledge accumulated during the academic program of study. The community engagement course includes work in an administrative, planning, or research position in a local government, non-profit, or other appropriate organization. The community engagement position is carried out under the direction of both an agency mentor and the program director or other faculty member in the department, and must include a minimum of 90 hours over one full academic semester. The student is required to keep a journal and submit a final reflections paper at the completion of the community engagement period.	C

**Total Credit Hours Required for Program Core (i.e., # of hours in degree program core) will automatically populate Core Hours in "Summary of Total Program Hours" table**

**Core Courses Required for Track(s), Concentration(s), or Specialty(s) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (1), Concentration (C) or Specialty (S)
Varies	Varies	Students may choose one of the following four concentrations within which to specialize. For either concentration, students must complete 15 credit hours from the courses listed. Courses not on this list may also be available with the consent of the program director.	Varies	T

Total Credit hours Required for Program Options (Track(s), Concentration(s), or Specialty) (if applicable)

Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table

**GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or specialty) (if applicable)**

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)
Varies	Varies	Students must complete 21 credit hours in supporting social science courses, at least 12 of which must be completed in courses 300-level or higher. These courses may include those available in other concentrations within UPA, GEOG, or SOC, or within other social science departments on campus.	Varies	P

# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/specialty are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required

**FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)**

Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)
Varies	Varies	Students must complete 12 credit hours of free electives. These may be any course at the University.	Varies	P
Varies	Varies	Students must complete 31 credit hours of general education coursework	Varies	P
Varies	Varies	Students must complete 13 credit hours of Arts & Sciences coursework	Varies	P

Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable) Note: number recorded

Summary of Total Program Hours	
Required Core Hours (i.e., # of hours in degree program core)	
Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	
Free Elective Hours (i.e., general program electives) (if applicable)	
Total # of credit hours required for Program	
# of new courses	
Total # of Courses (includes new and existing)	
Percentage of new courses (more than 25% may require SACS Substantive Change)	

# PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

**Institution:**

*University of Kentucky*

**Program Name:**

*Social Work*

**Degree Designation**

*Doctorate of Social Work*

**CIP Code:**

*44.0701*

**Credit Hours:**

*42*

**Institutional Board  
Approval Date:**

*12/10/19*

**Implementation Date:**

*Fall 2020*

## Program Description:

Describe the program and its aims

The Doctorate of Social Work (DSW) at the University of Kentucky will prepare students for advanced practice in social work. The DSW is designed to move social workers from the broader foundation of generalist social work practice to an advanced level of application of theory, knowledge and skills in a variety of practice settings. This Doctorate of Social Work will provide an educational foundation to prepare practitioners who seek social work positions that require an advanced practice doctorate.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

NO

## Student Demand:

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
12	27	30	30	30

**Market Demand:**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

The DSW has emerged as an advanced practice, applied degree providing a terminal practice doctoral degree for social work, similar to other health allied professions that have moved to a terminal doctorate. The DSW is seen in contrast to the PhD which is research oriented and offers practicing social workers an applied doctoral education specific to their practice interests. The DSW will respond to the Commonwealth's, and the nation's, need for an advanced practice doctorate degree in social work, providing practitioners an opportunity to participate in the online DSW no matter their location.

The DSW will provide an educational foundation to prepare practitioners who seek social work positions that require an advanced practice doctorate. Careers may include CEOs of non-profit agencies or social workers in the VA, the largest employer of social workers, or the military. The DSW will contribute to the fiscal opportunities for social workers, a very tangible benefit, as DSWs make, on average, approximately \$20,000 more than an MSW (National Association of Social Workers, 2019). The job market is relatively strong as Labor Insight (2019) ranked positions seeking a DSW as the 9<sup>th</sup> most sought after in the Commonwealth and 16<sup>th</sup> in the nation.

Faculty have met with alumni and reviewed the proposed DSW with our academic partners to discuss the regional and national need for a practice doctorate similar to other health programs that have moved to a practice doctorate.

DSW programs are being added across the country and two of UK's benchmarks, Alabama and Tennessee, have DSW programs in place. We seek to add the DSW as a means to meeting the needs of social work practitioners and the agencies and communities they serve. The DSW will produce advanced practice, doctoral level social workers who will further develop the practice competency and the scholarship essential to providing intellectual and professional contributions to the agencies and communities these social workers serve.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

No

**Answer either Employer Demand or Academic Demand below**

**Employer Demand: <sup>1</sup>**

<sup>1</sup> Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)  
[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
<b>Type of Job</b>	Medical/Clinical Social Worker		
Average Wage	\$58,881	\$58,840	\$61,986
# of Openings	242	262	20,360
Growth Projections	16.4%	16.7%	20.1%
<b>Type of Job</b>	Family/School/General Social Worker		
Average Wage	\$59,532	\$58,513	\$55,326
# of Openings	763	584	20,360
Growth Projections	11.2%	6.2%	14.2%
<b>Type of Job</b>	Family Behavioral Therapist		
Average Wage	\$46,722	\$46,615	\$52,877
# of Openings	75	105	5,854
Growth Projections	25%	28.1%	23.4%
<b>Type of Job</b>	Medical Director		
Average Wage	NA	NA	\$79,179
# of Openings	16	8	2,712
Growth Projections	16.0%	18%	20.5%
<b>Type of Job</b>			
Average Wage			
# of Openings			
Growth Projections			

**Please note the time frame for the projections and source of the market demand information:**

The Projected growth is between 2019-2028. # of Openings refers to last 12 months. All data is gathered from Burning Glass which utilizes BLS data, actual job postings, and proprietary data modeling.

**Academic Demand:**

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

NA

**Unnecessary Duplication**

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	<b>Program</b>	<b>Institution</b>
<b>Program 1:</b>	NA	
<b>Program 2:</b>	NA	
<b>Program 3:</b>	NA	
<b>Program 4:</b>	NA	
<b>Program 5:</b>		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

- c. **Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

- d. **Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

**Cost**

*Please provide a summary of revenues and expenditures.*

<b>Projected Revenue over Next Five Years</b>	\$1,823,210
<b>Projected Expenses over Next Five Years</b>	\$1,209,695.00

**Will additional faculty be needed?**

*If yes, please explain how the institution will pay for these additional costs.*

We anticipate hiring additional faculty due to the increased courses and student credit hours that will be generated. Additionally, we seek to hire a faculty member with specific expertise in advanced social work practice to be able to teach in the proposed program and address a curricular gap related to the DSW content. Many of our faculty do have advanced practice experience, and can certainly teach in the program, but we have no DSW's on staff so hiring a full-time DSW (or two by the second year of the program) will help support program delivery.

**Provide a budgetary rationale for creating this new program:**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

The DSW program will increase retention as it is highly specialized degree and a selective admission process so only those who are professionally motivated should enter but also have motivation to finish. Additionally, the DSW will increase tuition revenue by meeting the needs of students who have no other identified DSW program in the Commonwealth. Finally the DSW program will support communities by helping to reduce the workforce gap for behavioral health providers in Kentucky.



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### Full Proposal - Basic Info

Institution : University of Kentucky  
Program Type : Single Institution  
Program Name : Social Work, DSW  
Degree Level : Doctor's Degree Professional Practice  
Degree Designation : Doctor of Social Work  
CIP Code (2-Digit) : 44-PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.  
CIP Code : 44.0701-Social Work.  
Academic Unit (e.g. Department, Division, School) : Social Work  
Name of Academic Unit : Social Work  
Name of Program Director : Kalea Brenner  
Intended Date of Implementation : 7/1/2019  
Anticipated Date for Granting First Degrees : 5/15/2020  
Date of Governing Board Approval : 12/10/2019

### Institutional Contact Information

First Name : annie  
Last Name : weber  
Title : Assistant Provost for Strategic Planning and Institutional Effectiveness  
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**Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

**1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

The program seeks to build the capacity of students, through a tangible contribution to skills, knowledge and experience, as well as provide intangible contributions to the agencies, clients and communities that the social workers serve.

The DSW will respond to the Commonwealth's, and the nation's, need for an advanced practice doctorate degree in social work, providing practitioners an opportunity to participate in the online DSW no matter their location.

The DSW will produce advanced practice, doctoral level social workers who will further develop the practice competency and the scholarship essential to providing intellectual and professional contributions to the agencies and communities these social workers serve.

The DSW will contribute to the fiscal opportunities for social workers, a very tangible benefit, as DSWs make, on average, approximately \$20,000 more than an MSW (National Association of Social Workers, 2019).

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The DSW manifests UK's institutional mission of improving lives through education and research. Through bringing exemplary doctoral education to the advanced practice of social work, the DSW will provide an online opportunity no matter the location. Additionally, the DSW meets the institutional plan by facilitating and disseminating scholarship and facilitating learning and application of knowledge. Finally, the DSW contributes to the economic wellbeing not just of those seeking the DSW but also the communities and agencies they serve.

**3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The proposed DSW addresses several aspects of the postsecondary strategic agenda. The DSW provides opportunities to social workers across the Commonwealth through its online delivery, ensuring access to higher education. Kentucky is home to a number of counties with workforce shortages, particularly related to behavioral health and substance misuse. The DSW will build behavioral health workforce capacity, thus helping to ameliorate workforce shortages. Finally, the DSW also creates economic opportunities for social workers as well as the local communities who will have the level of expertise close to home rather than in more urban locations.

**4. Explain how the proposed program furthers the statewide implementation plan.**

The proposed DSW addresses several aspects of the postsecondary strategic agenda. The DSW provides opportunities to social workers across the Commonwealth through its online delivery, ensuring access to higher education. Kentucky is home to a number of counties with workforce shortages, particularly related to behavioral health and substance misuse. The DSW will build behavioral health workforce capacity, thus helping to ameliorate workforce shortages. Finally, the DSW also creates economic opportunities for social workers as well as the local communities who will have the level of expertise close to home rather than in more urban locations.



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**Full Proposal - Quality: Program Quality and Student Success**

**1. List all student learning outcomes of the program.**

Outcome 1: Students will be able to demonstrate doctoral level writing skills including critical thinking, articulation of purpose, development of a strong argument, and integration of knowledge.??

?Outcome 2: Students will be able to distinguish and apply appropriate evaluation and data collection methods and execute an evaluation of social work practice within the context of an applicable theory of change.

?Outcome 3: Students will be able to effectively implement strategies of intervention that promote involvement of individuals and communities in order to foster practice, programmatic, and policy changes.

**2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**

The DSW program is 42 hours over the course of two years including summers. ? The first summer orients students to the rigor and expectations of doctoral work and sets the stage for the first year which consists of core foundation courses applicable to all advanced social work practice. ? In the second year, students choose their concentration which allows a greater degree of specificity related to the professional practice. ? The second year starts in the summer semester with the first course in the concentration and a colloquium designed to orient students to the scholarship products that are essential to successfully completing the program. The final year of the DSW allows students to apply their knowledge and demonstrate skills through the assignments and expected outcomes of the courses. In contrast to the first year, the second year outcome products are expected to be disseminated as scholarly products.

DSW Program Learning Outcomes?

Outcome 1: Students will be able to demonstrate doctoral level writing skills including critical thinking, articulation of purpose, development of a strong argument, and integration of knowledge.??

?Outcome 2: Students will be able to distinguish and apply appropriate evaluation and data collection methods and execute an evaluation of social work practice within the context of an applicable theory of change.

?Outcome 3: Students will be able to effectively implement strategies of intervention that promote involvement of individuals and communities in order to foster practice, programmatic, and policy changes.

Curriculum Map

I: Introduce R: Reinforce M: Master?

Courses?

PLO 1?

PLO 2?

PLO 3?



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Intro to Doctoral Studies

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Contemporary Social Work Concepts

|

Supervision, Ethics & Professional Practice

|

The Science of Social Work

|

|

|

Statistics for Social Workers

|

Program Evaluation Methods

R

R

R

Advanced Policy for Social Work Practice

R



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Foundational Theory

R

R

Colloquium I

R

R

R

Justice Informed SW Practice

M

Colloquium II

M

M

M

3. Highlight any distinctive qualities of this proposed program.

This program builds upon the expertise of the College of Social Work's faculty in developing and implementing social work curriculum and delivering quality social work education in an online venue.

4. Will this program replace any existing program(s) or specializations within an existing program?

NO

5. Include the projected faculty/student in major ratio.

1:10

6. Is there a specialized accrediting agency related to this program?

NO

7. Attach SACS Faculty Roster Form.

Faculty Roster.xlsx

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.



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The University of Kentucky has virtual access to their library resources as well as a librarian specifically assigned to our distance learners. For information, visit: [http://www.uky.edu/Libraries/lib.php?lib\\_id=16](http://www.uky.edu/Libraries/lib.php?lib_id=16) or contact Carla Cantagallo, DL Librarian at [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu) (phone:859-257-0500, ext. 2171, or 800/828-0439). DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>.

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

Our college has an existing instructional designer who has been instrumental in developing high quality social work courses online. This support role will be key for our proposed online DSW. We also have classroom and office capacities embedded with virtual capabilities so that instructors can Zoom, etc. with students regardless of location.

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

Admission -

To be accepted, applicants must meet the following criteria:

Must have earned an MSW from an accredited institution and must submit transcript documenting degree

An overall minimum GPA of 3.0 for both undergraduate and graduate work

GRE scores are not required

Submit a 1000 word essay detailing the student's practice experience and career aspirations associated with the DSW degree.

Submit two letters of reference detailing appropriateness of applicant for the program.

Attach a current resume

Professional social work practice experience is not required but will be considered and is strongly encouraged.

Students transferring from a doctoral program may transfer up to 9 credit hours toward the DSW degree completion. Applicants must provide syllabi and a transcript for course review.

Retention – The small class size as well as the very intentional admission process will help ensure that students who are admitted are expected to be able to succeed. Additionally, the scholarship products are designed to integrate the student's professional experience into an application of knowledge so that curriculum, knowledge and skills are synthesized in a manner to produce knowledge for consumption by others. Finally, utilizing a professional advisor will be key to supporting students through their doctoral program.

Completion will be evaluated as the number who have completed the DSW within five years of entering the program. The target goal is 80% during that time. We will have multiple measures in place to help ensure degree completion including advising contact each semester, identification of a faculty mentor and curriculum concentrations that specifically apply to the student's area of interest.



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**10. Clearly state the degree completion requirements for the program.**

Students must complete 42 credit hours, including 33 core credit hours and 9 additional ones in an identified concentration. Participation in a research symposium will be the final capstone and will require the synthesis of the capstone assignments from each of the concentration courses.

Specific core courses include:

- SW 852: Intro to Doctoral Studies
- SW 853: Contemporary Social Work Concepts
- SW 855: Supervision, Ethics & Professional Practice
- SW 856: The Science of Social Work
- SW 859: Statistics for Social Workers
- SW 860: Program Evaluation Methods
- SW 864: Advanced Policy for Social Work Practice
- SW 865: Foundational Theory
- SW 892: Colloquium I
- SW 893: Justice Informed SW Practice
- SW 894: Colloquium II

**Concentration - Administrative Leadership (LDR)**

- SW 861: Business and Technology in Social Work Practice
- SW 862: Effectively Engaging Organizations and Communities
- SW 863: Advanced Administrative and Supervisory Practice

**Concentration - Clinical Social Work Practice (CSW)**

- SW 871: Advanced Psychopathology and Psychopharmacology
- SW 872: Clinical Praxis Theory
- SW 873: Neuroscience for Clinical Practice

**Concentration - Military Behavioral Health (MBH)**

- SW 873: Neuroscience for Clinical Practice
- SW 881: Trauma Informed Assessment and Diagnoses
- SW 882: Evidence Based Methods for Common MBH Diagnoses



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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	42	33	0	0

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

None have occurred because there is not currently a similar program in the Commonwealth of Kentucky.

13. List courses under the appropriate curricular headings.

DSW KPPPSCourseTemplate.xlsx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

- YES Distance learning
- NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- NO Technology-enhanced instruction
- NO Evening/weekend/early morning classes
- NO Accelerated courses
- NO Instruction at nontraditional locations, such as employer worksite
- NO Courses with multiple entry, exit, and reentry points
- NO Courses with "rolling" entrance and completion times, based on self-pacing
- NO Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

In order to access students across the Commonwealth and beyond, the DSW program is an online program that will use Canvas as the Learning Management System. Lectures, assignments, examples, and engagement will occur online through Canvas. A synchronous residency week will occur in the summer but will be accessible through Zoom so does not require access to campus. This creates accessibility for all students regardless of location or job or personal demands and is intended to broaden the program appeal as it will broaden student access.



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## Full Proposal - Demand: Program Demand/Unnecessary Duplication

### 1. Student Demand:

#### a. Provide evidence of student demand at the regional, state and national levels.

The DSW has emerged as an advanced practice, applied degree providing a terminal practice doctoral degree for social work, similar to other health allied professions that have moved to a terminal doctorate. The DSW is seen in contrast to the PhD which is research oriented and offers practicing social workers an applied doctoral education specific to their practice interests. The DSW will respond to the Commonwealth's, and the nation's, need for an advanced practice doctorate degree in social work, providing practitioners an opportunity to participate in the online DSW no matter their location.

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Faculty have met with alumni and reviewed the proposed DSW with our academic partners to discuss the regional and national need for a practice doctorate similar to other health programs that have moved to a practice doctorate.

DSW programs are being added across the country and two of UK's benchmarks, Alabama and Tennessee, have DSW programs in place. We seek to add the DSW as a means to meeting the needs of social work practitioners and the agencies and communities they serve. The DSW will produce advanced practice, doctoral level social workers who will further develop the practice competency and the scholarship essential to providing intellectual and professional contributions to the agencies and communities these social workers serve.

#### b. Identify the applicant pool and how they will be reached.

The applicant pool will consist of social work practitioners who have an MSW who would seek additional education to strengthen their practice or broaden their professional opportunities. Practice experience is recommended although not required but will be given consideration in the admissions process. We will use social media and websites of both the College of Social Work and the University of Kentucky to promote the program. There will be a designated professional advisor for the DSW program who potential applicants can meet with and determine if the program is a good academic and professional fit for the student's aspirations.



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**c. Describe the student recruitment and selection process.**

Social media and websites of both the College of Social Work and the University of Kentucky will be used to promote the program. Applicants will be able to meet (virtually and F2F) with a designated professional advisor for the DSW program prior to applying. To be accepted, applicants must meet the following criteria:

Must have earned an MSW from an accredited institution and must submit transcript documenting degree

Professional social work practice experience is not required but will be considered and is strongly encouraged.

An overall minimum GPA of 3.0 for both undergraduate and graduate work

GRE scores are not required

Submit a 1000 word essay detailing the student's practice experience and career aspirations associated with the DSW degree.

Submit two letters of reference detailing appropriateness of applicant for the program.

Attach a current resume

Students transferring from a doctoral program may transfer up to 9 credit hours toward the DSW degree completion. Applicants must provide syllabi and a transcript for course review.

**d. Identify the primary feeders for the program.**

Because of the value of practice experience, the DSW program will not directly recruit from MSW programs.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

We anticipate adding an initial cohort of 12-15 students so that we eventually have 30 students in the program at any given time. We also anticipate that some students may need a part-time model so while we anticipate some graduating within two years, others may take three.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2019-2020	0	12
2020-2021	9	27
2021-2022	12	30
2022-2023	15	30
2023-2024	15	30

**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

See NOI submission for Table. Emailed to Nan for format.

**3. Academic Disciplinary Needs:**

Not Applicable



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a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.

Alabama, Florida Atlantic University, Tulane, and Tennessee all have DSW programs.

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

**1. Will this program require additional resources?**

YES

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

Additional faculty will be needed, we anticipate hiring one faculty member within the first year and adding another full time and half time faculty by the second year.

**2. Will this program impact existing programs and/or organizational units within your institution?**

NO

**3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.**

The DSW program will increase retention as it is highly specialized degree and a selective admission process so only those who are professionally motivated should enter but also have motivation to finish. Additionally, the DSW will increase tuition revenue by meeting the needs of students who have no other identified DSW program in the Commonwealth. Finally the DSW program will support communities by helping to reduce the workforce gap for behavioral health providers in Kentucky.

A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Total Resources Available from Other Non-State Sources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>State Resources</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Internal</b>						
Allocation :		0	0	0	0	0
Reallocation :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Student Tuition</b>						
New :		197000	246600	251532	256562	261693
Existing :		0	147960	150910	153937	157016
Narrative Explanation/Justification :		We assume initial enrollment of 12 students in the first year and 15 each year after that.				



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<b>Total</b>						
	<b>New :</b>	\$197,000	\$246,600	\$251,532	\$256,562	\$261,693
	<b>Existing :</b>	\$0	\$147,960	\$150,910	\$153,937	\$157,016
	<b>Total Funding Sources :</b>	\$197,000	\$394,560	\$402,442	\$410,499	\$418,709
<b>B. Breakdown of Budget Expenses/Requirements</b>						
		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>						
	<b>New :</b>	30000	30600	31212	31836	32473
	<b>Existing :</b>	0	0	0	0	0
<b>Other Professional</b>						
	<b>New :</b>	0	0	0	0	0
	<b>Existing :</b>	0	0	0	0	0
<b>Faculty</b>						
	<b>New :</b>	96000	105520	0	0	0
	<b>Existing :</b>	0	97920	207356	211352	215426
<b>Graduate Assistants (if master's or doctorate)</b>						
	<b>New :</b>	0	0	0	0	0
	<b>Existing :</b>	0	0	0	0	0
<b>Student Employees</b>						
	<b>New :</b>	0	0	0	0	0
	<b>Existing :</b>	0	0	0	0	0
	<b>Narrative Explanation/Justification :</b>	<p>Recurring commitment to 0.25 FTE for a professional advisor and admissions officer, estimated at \$15,000/year, and one summer month salary for the Director of Doctoral Studies, estimated at \$15000. The total estimated at \$30,000 for first year. A 2% increase is factored in during the remaining periods. 28% benefits included for staff.</p> <p>One (12-month) clinical faculty member to be hired (Y1) to teach four courses in the DSW program. Additionally, one (12-month) clinical faculty member and one part-time faculty hired in Y2. starting salary at \$90K and assuming 2% increase and 28% benefits. Part-time faculty teaching two courses, @ \$3800.</p>				
<b>Equipment and Instructional Materials</b>						
	<b>New :</b>	0	0	0	0	0
	<b>Existing :</b>	0	0	0	0	0
	<b>Narrative Explanation/Justification :</b>	NA				
<b>Library</b>						
	<b>New :</b>	0	0	0	0	0
	<b>Existing :</b>	0	0	0	0	0
	<b>Narrative Explanation/Justification :</b>	NA				



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
<b>Contractual Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Academic and/or Student Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Other Support Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Faculty Development</b>						
New :		40000	30000	15000	5000	5000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		To provide support for faculty to develop online courses. Included @ \$5k per course; 3 courses per year for first two years and ongoing expenses at \$5/k per year				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Other</b>						
New :		5000	5000	5000	5000	5000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Program marketing expenses				



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Total						
	<b>New :</b>	\$171,000	\$171,120	\$51,212	\$41,836	\$42,473
	<b>Existing :</b>	\$0	\$97,920	\$207,356	\$211,352	\$215,426
	<b>Total Budget Expenses/Requirements :</b>	\$171,000	\$269,040	\$258,568	\$253,188	\$257,899

Grand Total						
	<b>Total Net Cost :</b>	\$26,000	\$125,520	\$143,874	\$157,311	\$160,810



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## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

See assessment plan uploaded in curriculum

#### b. When will the components be evaluated?

See assessment plan uploaded in curriculum

#### c. When will the data be collected?

See assessment plan uploaded in curriculum

#### d. How will the data be collected?

See assessment plan uploaded in curriculum

#### e. What will be the benchmarks and/or targets to be achieved?

See assessment plan uploaded in curriculum

#### f. What individuals or groups will be responsible for data collection?

See assessment plan uploaded in curriculum

#### g. How will the data and findings be shared with faculty?

See assessment plan uploaded in curriculum

#### h. How will the data be used for making programmatic improvements?

See assessment plan uploaded in curriculum

### 2. What are the measures of teaching effectiveness?

The University of Kentucky uses the Teacher Course Evaluation (TCE) process in order to be evaluated by their students each semester. Additionally, the College of Social Work employs midterm evaluations in order to have both a summative and a formative evaluation process.

### 3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Pedagogical changes will be determined by implementing the program assessment plan and understanding whether program outcomes are achieved or not. Additionally, the course evaluations will help understand if specific assignments and outcomes are met. The faculty of record and the doctoral committee will review the program and course evaluations with the director of doctoral studies to identify pedagogical changes that must be made to meet the program and course outcomes.

### 4. What are the plans to evaluate students' post-graduate success?

The College of Social Work implements an alumni survey biennially to identify the time it took to enter the workforce, where the alum is currently working and how the DSW helped the alum implement career goals.



Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<p><b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)</b></p> <p>Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table</p>						
<p><b>GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)</b></p>					0	NA
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<p><b>FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable) - there are three concentrations, students must pick one and complete all three courses from that concentration for a total of 9 additional credit hours</b></p>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
	861, 862 and 863	Business and Technology in Social Work Practice Effectively Engaging Organizations and Communities Advanced Administrative and Supervisory Practice	<p>861 - The use of technology is just one area in which social workers must have translational knowledge and skill. Social workers must not only be able to effectively leverage technology and social media, but are often responsible for financial management tasks such as budgeting, accounting, and cost/benefit analysis, particularly within non-profit agencies. This course draws from multiple disciplines (e.g., business, marketing, communication) to help students understand and utilize business and technology skills in the work they do as social workers. Specific topics include, but are not limited to: marketing and program development, ethical and effective use of social media, telemedicine and fiscal resource management. 862 - Leadership skills are essential in effectively interface within a larger institutional context and community settings to maximize their own organizational goals in meeting client needs. This course encompasses the theoretical and practical foundations of leadership and management in social work settings and prepares students to use community resources to support the mission of their organization or agency. Specific class content includes creating innovative change, establishing and maintaining stakeholder relationships and developing cross-cultural understanding in organizational and community settings. 863 - This course presents an advanced study and analysis of leadership roles in social work practice with emphasis upon administration and supervision in public and nonprofit settings. Management practice is examined, including employee supervision, employee evaluation, department supervision, and conflict resolution. Additional specific areas to be addressed include understanding theories of adult learning and the subsequent impact on organizations, management and supervision, effective use of personnel and fiscal resources, consultation, and professional development of staff.</p>	LDR Concentration	3	N

5W	871, 872, and 873	Advanced Psychopathology and Psychopharmacology Clinical Praxis Theory Neuroscience for Clinical Practice	<p>871- The ability to effectively assess and accurately diagnose psychopathology and understand pharmaceutical interventions is critical to advanced clinical social work practice. This course examines the diagnostic classifications, criteria, etiologies, and the epidemiology of mental illness disorders and pharmacological treatment options for disorders. Medication related concerns of clients and families are identified as key to effective intervention as well as understanding the role of biopsychosocial implications associated with pharmaceutical interventions. 872-Social workers must move beyond a conceptual understanding of theory to the practical application of theories that inform interventions with individuals, families, groups, and other client systems. This skills-based course prepares students to apply a variety of clinical theories to social work tasks such as: assessing and engaging clients, developing treatment plans (i.e., goals, outcomes), structuring and pacing interventions, and approaching the therapeutic relationship. 873- This course centers on current bio-ecological research findings that inform our understanding of the pervasive impact of trauma, particularly as trauma relates to service members and their families. Emphasis is placed on examining biopsychosocial influences on the incidence, course and treatment of acute stress, trauma and PTSD, and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, but also includes assessment of trauma experiences that occurred as adolescents and children. Engagement, assessment and interventions skills will be identified for specific types of trauma (e.g., sexual assault, combat, natural disasters). Trauma informed, evidence-based assessment and intervention with service members will be presented in depth as will associated trauma diagnoses.</p>	3	N
5W	873, 881, and 882	Neuroscience for Clinical Practice, Trauma Informed Assessment and Diagnosis Evidence Based Methods for Common MBH Diagnoses	<p>873-This course centers on current bio-ecological research findings that inform our understanding of the pervasive impact of trauma, particularly as trauma relates to service members and their families. Emphasis is placed on examining biopsychosocial influences on the incidence, course and treatment of acute stress, trauma and PTSD, and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, but also includes assessment of trauma experiences that occurred as adolescents and children. Engagement, assessment and interventions skills will be identified for specific types of trauma (e.g., sexual assault, combat, natural disasters). Trauma informed, evidence-based assessment and intervention with service members will be presented in depth as will associated trauma diagnoses. 881-This course examines current bio-ecological research findings that inform our understanding of the pervasive impact of trauma, particularly as trauma relates to service members and their families. Emphasis is placed on examining biopsychosocial influences on the incidence, course and treatment of acute stress, trauma and PTSD, and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, but also includes assessment of trauma experiences that occurred as adolescents and children. Engagement, assessment and interventions skills will be identified for specific types of trauma (e.g., sexual assault, combat, natural disasters). Trauma informed, evidence-based assessment and intervention with service members will be presented in depth as will associated trauma diagnoses. 882 - In this course, students will examine the foundations of evidence-based interventions, methods of interventions, and implementation of evidence-based interventions. There is a particular focus on EBPS commonly used with service members and their families including CPT, DBT and CFT. Class content also includes diagnoses and treatment options for common mental health disorders seen within military populations including: post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), substance abuse, and suicide.</p>	3	N
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)			Note: number recorded	9	NA
Summary of Total Program Hours			Required Core Hours (i.e., # of hours in degree program core)	33	NA
			Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
			Guided Elective Hours (e.g., focused on track/concentration/specialty area specific electives) (if applicable)	0	NA
			Free Elective Hours (i.e., general program electives) (if applicable)	9	NA
Information to be completed by PIE Office			Total # of credit hours required for Program	42	NA
			# of new courses	19	NA
			Total # of courses (includes new and existing)	19	NA
			Percentage of new courses (more than 25% may require SACS Substantive Change)	100%	NA



# PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

**Institution:**

*University of Kentucky*

**Program Name:**

*Applied Environmental and Sustainability Studies*

**Degree Designation**

*Master of Arts*

**CIP Code:**

*03.0103*

**Credit Hours:**

*30*

**Institutional Board  
Approval Date:**

*12-10-2019*

**Implementation Date:**

*Fall 2020 (08/26/2020)*

## Program Description:

Describe the program and its aims

Applied Environmental and Sustainability Studies (ENS) is an interdisciplinary field that prepares students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. The Master's in Applied Environmental and Sustainability Studies encourages a liberal arts approach by drawing from the humanities, social sciences, and mathematics and natural science disciplines. By taking coursework across disciplines students develop skills required for success in the field. Those skills may include critical thinking, independent learning, oral and written communication, problem solving, academic knowledge in environmental issues; an understanding of sustainability as it pertains to healthy, productive, and equitable quality of life for future generations. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics

## Student Demand:

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
--------	--------	--------	--------	--------

10	10	10	10	10
----	----	----	----	----

### Market Demand:

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

There is a growing need for employees that can address environmental sustainability issues for companies or organizations, including university systems. Employees are needed to develop strategies for reducing energy costs, promoting environmentally friendly production, business or maintenance practices. Burning Glass data lists 1,736 open job postings nationwide for Sustainability Specialists, with a projected increase in demand for Sustainability Specialist of +8.8 % over the next 10 years. Common job titles for Sustainability Specialists are Water Resources Project Manager, Sustainability Manager, Ehs Environmental & Sustainability Manager III, Sustainability Analyst, Sustainability Specialist.

### Answer either Employer Demand or Academic Demand below

#### Employer Demand: <sup>1</sup>

*If the program is designed for students to enter the workforce immediately, please complete the following table.*

	Regional	State	National
<b>Type of Job</b>	Sustainability Specialist		
Average Wage	\$52,445	\$52,445	\$71,468
# of Openings	20	20	2,240
Growth Projections	8.8%	8.8%	8.8%
<b>Type of Job</b>	Water Resource specialist		
Average Wage	\$28,966	\$28,966	\$35,199
# of Openings	13	13	1,521
Growth Projections	NA	NA	NA
<b>Type of Job</b>	Chief Sustainability Officer		
Average Wage	\$67,476	\$67,476	\$71,537
# of Openings	8	8	830

<sup>1</sup> Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Growth Projections			
<b>Type of Job</b>	Environmental Health and Safety Manager		
Average Wage	\$75,100	\$75,100	\$74,428
# of Openings	30	30	48
Growth Projections	7.7%	7.7%	8.1%
<b>Type of Job</b>	Safety Compliance Manager		
Average Wage	\$74,663	\$74,663	\$70,706
# of Openings	19	19	1,669
Growth Projections	7.7%	7.7%	8.1%

**Please note the time frame for the projections and source of the market demand information:**

Information is pulled from Burning Glass which provides actual 12 month job listings and provides 10 year projections from 2019-2020

### Academic Demand:

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

N/A

### Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	Environmental Studies, MS	Kentucky State University
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

The Environmental Studies program at KSU focuses on Environmental Studies. The proposed program is an interdisciplinary program that prepared students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics.

- b. Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

The proposed program is a 100% online program while other programs are face-to-face.

- c. Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

The proposed program is a 100% online program which would reach students across the US and abroad.

- d. Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

The proposal was discussed with Dr. Kirk Pomper, Interim Dean in the College of Agriculture, Communities, and Environment and he agreed that the proposed program was significantly different from the Environmental Studies program at KSU and supported the program going forward.

### **Cost**

*Please provide a summary of revenues and expenditures.*

<b>Projected Revenue over Next Five Years</b>	\$ 1,270,795
<b>Projected Expenses over Next Five Years</b>	\$ 575,603

### **Will additional faculty be needed?**

*If yes, please explain how the institution will pay for these additional costs.*

No

**Provide a budgetary rationale for creating this new program:**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

According to Burning Glass the number of awarded Master's in Environmental Studies has increased by almost 14% since 2013. Additionally, our poll of current undergraduate students shows strong demand for an online Master's in Applied Environmental and Sustainability Studies at the University of Kentucky. The program was awarded an internal grant to assist in covering the initial development of online content and will be supported by tuition revenue by year two. The program will be a reallocation of existing faculty and resources.



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MA - MASTER OF ARTS  
03.0103-Environmental Studies.  
Submission Date: 12/11/2019 14:38

### Full Proposal - Basic Info

Institution : University of Kentucky  
Program Type : Single Institution  
Program Name : Applied Environmental and Sustainability Studies  
Degree Level : Master's  
Degree Designation : MASTER OF ARTS  
CIP Code (2-Digit) : 03-NATURAL RESOURCES AND CONSERVATION.  
CIP Code : 03.0103-Environmental Studies.

Academic Unit (e.g. Department, Division, School) : College of Arts & Sciences  
Name of Academic Unit : Geography  
Name of Program Director : Dr. Patricia Ehrkamp

Intended Date of Implementation : 8/18/2020  
Anticipated Date for Granting First Degrees : 5/16/2021  
Date of Governing Board Approval : 12/10/2019

### Institutional Contact Information

First Name : Annie  
Last Name : Weber  
Title : Assistant Provost for Strategic Planning and Institutional Effectiveness  
Email : ann.weber@uky.edu  
Phone : 859-257-1962



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**University of Kentucky  
MA - MASTER OF ARTS  
03.0103-Environmental Studies.  
Submission Date: 12/11/2019 14:38**



University of Kentucky  
MA - MASTER OF ARTS  
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## Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

### 1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The program objectives for the Online Master's in Applied Environmental and Sustainability Studies reflects the mission of the Department of Geography and the Environmental and Sustainability Studies interdisciplinary program. Graduates with a Master's in Applied Environmental and Sustainability Studies will:

- Excel in environmental sustainability-related careers
- Foster critical thinking skills in relation to environmental problems and sustainability solutions
- Encourage interdisciplinary approaches to environmental and sustainability concerns

### 2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The proposed Master's degree will contribute to strengthening the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research, discovery, and creative endeavors. We seek to provide high quality education by expertly trained researchers and scholars to achieve the following goal:

- Facilitates learning, informed by scholarship and research

In teaching environmental knowledge and applicable skills with regard to problem solving and enhancing sustainability in a variety of societal and economic sectors we also support.

- Serves a global community by disseminating, sharing and applying knowledge

In addition, we support the University's mission of enhancing economic development and quality of life in the state of Kentucky and beyond through teaching not only important topical knowledge but also transferable and job-readiness skills.

### 3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The objectives described above support several aspects of the CPE's Strategic Agenda and statewide implementation plan.

Objective 3: Increase participation in postsecondary education, particularly among traditionally underserved populations: This program will increase Kentucky residents ages 25-64 enrolled in postsecondary education. The MA in Applied Environmental and Sustainability Studies will be of interest to no-traditional students, working professionals, and life-long learners.

Objective 9: Improve the career readiness and employability of postsecondary education graduates: This program will improve the employability of postsecondary education graduates by providing them with additional skills that employers are looking for in candidates. The program will also increase the number of degree graduates working or pursuing additional education.

### 4. Explain how the proposed program furthers the statewide implementation plan.

The objectives described above support several aspects of the CPE's Strategic Agenda and statewide implementation plan.

Objective 3: Increase participation in postsecondary education, particularly among traditionally underserved populations: This program will increase Kentucky residents ages 25-64 enrolled in postsecondary education. The MA in Applied Environmental and Sustainability Studies will be of interest to no-traditional students, working professionals, and life-long learners.

Objective 9: Improve the career readiness and employability of postsecondary education graduates: This program will improve the employability of postsecondary education graduates by providing them with additional skills that employers are looking for in candidates. The program will also increase the number of degree graduates working or pursuing additional education.



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## Full Proposal - Quality: Program Quality and Student Success

### 1. List all student learning outcomes of the program.

1. Students will be able to identify environmental challenges that face the world and demonstrate the implications and limitations for future generation through research. (Integrative Knowledge)
2. Students will be able to demonstrate an understanding of the environmental, social, and economic dimensions of sustainability studies through data collection and analysis. (Specialized knowledge- Students demonstrate an understanding of a specialization or major field of study. Learning outcomes are specific to the major or specialization.)
3. Students will be able to differentiate and evaluate the strengths and weaknesses of different methodologies and techniques to address environmental challenges. (Intellectual skills)
4. Students will be able to apply knowledge and skills to address problems through scientific inquiry, creative and other methods, both individually and collaboratively. (Applied Learning)
5. Students will be able to demonstrate an understanding of environmental and sustainability studies, and look beyond individual and local interests to identify and evaluate our social and economic responsibilities. (Civic Learning)

### 2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

See curriculum map within assessment plan.

The program is an interdisciplinary approach to environmental and sustainability studies that strengthens students' critical thinking skills to ensure that they can excel in environmental sustainability-related careers.

### 3. Highlight any distinctive qualities of this proposed program.

Applied Environmental and Sustainability Studies (ENS) is an interdisciplinary field that prepares students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. The Master's in Applied Environmental and Sustainability Studies encourages a liberal arts approach by drawing from the humanities, social sciences, and mathematics and natural science disciplines. By taking coursework across disciplines, students develop skills required for success in the field. Those skills may include critical thinking, independent learning, oral and written communication, problem solving, academic knowledge in environmental issues; an understanding of sustainability as it pertains to healthy, productive, and equitable quality of life for future generations. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics.

The College of Arts and Sciences is the largest college at University of Kentucky with 18 departments and more than 400 faculty members. The faculty within the College of Arts and Sciences are among the university's most celebrated, garnering praise for their contributions to research, education and service. 50% of the University research professors are in the College of Arts and Sciences. The Geography program is one of the top 20 programs among public institutions. Students earning the Online Master's in Applied Environmental and Sustainability Studies are able to benefit from this high quality instruction.

### 4. Will this program replace any existing program(s) or specializations within an existing program?

NO

### 5. Include the projected faculty/student in major ratio.

1/9

### 6. Is there a specialized accrediting agency related to this program?

NO

### 7. Attach SACS Faculty Roster Form.

Applied ENS roster.pdf



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**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

The University of Kentucky has an established Distance Learning Library Service that is staffed by a full-time librarian. The Distance Learning (DL) Library Service, via the DL Librarian, assists students and faculty in determining the most effective ways to use academic library research materials via e-mail, chat, phone, Zoom, or in person. The policy of the DLLS is to provide access to library materials and information resources for students who take online and hybrid courses, as well as for the faculty who teach those classes. DL students are to receive the same caliber of library services and have access to the same information sources as on-campus students, including: access to both print and electronic materials, research databases, Interlibrary Loan, Research Guides on topics in a variety of disciplines, as well as course-specific guides. The Distance Learning Library Service includes the following:

- Providing access to information resources and materials from the UK Libraries collection, or Interlibrary Loan, and delivered electronically or in paper via U.S. Mail.
- Offering research consultations and information literacy instruction sessions. Contact Carla Cantagallo to schedule.
- Providing reference services through e-mail, chat, phone, Zoom, or in person
- Offering copyright assistance and assisting with links to library resources
- Serving as an embedded librarian in courses using Canvas
- Assisting with EndNote
- Creating course-specific library guides and connecting students to other relevant research guides

All DL students receive Link Blue accounts and library card accounts the same as on campus students. The Link Blue user ID and password allows students remote access via proxy server to electronic library resources (databases, e-journals and eBooks). The library card account identifies DL students in the UK Library circulation system, for the purposes of borrowing UK Library materials and creating an Interlibrary Loan account (ILLiad), for requesting items not held by the UK Library system.

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

The Master's in Applied Environmental and Sustainability Studies will be offered 100% online. No physical facilities or instructional equipment will be needed for this program.

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

The online Master's in Applied Environmental and Sustainability Studies will be administered by the program director who will be a member of the graduate faculty and appointed by the dean of the College of Arts & Sciences in consultation with the faculty of record. Following the guidelines from the Graduate School students will be admitted under the minimum requirements for a graduate degree granting program. Students must submit a transcript showing an awarded bachelor's degree from a fully accredited U.S. institution of higher learning or from a recognized foreign institution, have an overall undergraduate grade point average of 2.75 on undergraduate work and 3.00 on all graduate work (both on a 4.00 point scale).

We will not require the Graduate Record Examination (GRE). The GRE can pose unnecessary obstacles on otherwise talented students, many of whom are disadvantaged minorities or non-traditional students that are returning after longer breaks from academic work. We do not believe that GRE scores can predict those who will do well in a graduate program. The director of the master's program will advise students. Retention will be monitored by the director of the MA program in consultation with the faculty of record.



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**10. Clearly state the degree completion requirements for the program.**

Students will be required to complete a total of 30 credit hours for the Online Master's in Applied Environmental and Sustainability Studies. Students must complete 24 credit hours in graduate level courses and 6 graduate credit hours in either internship credits or 6 graduate credit hours in a capstone research course and written report.

All students will complete a one-hour oral final examination.

For students who completed their capstone requirement through internship will be examined on the coursework for the Master's, the ways they applied their coursework in their internship, and the report they wrote about the internship.

For students who completed their capstone requirement through a research project will be examined on the coursework for the Master's, the ways they used their coursework to conduct an independent research project, and the report they wrote about their independent research project.

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	9	12	9

**12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

According to the University of Kentucky Graduate School bulletin: upon request of the DGS, a total of 9 hours (or 25% of regular course degree requirements) may be transferred into a master's degree program. The transferable hours include all post-baccalaureate work, graduate work taken at another regionally- accredited university or as a student in another graduate program at the University of Kentucky.

- Course credits applied toward a previously awarded graduate degree cannot be transferred.
- Transfer of independent work, research, thesis, or dissertation credit is not permitted.
- Short courses lasting fewer weeks than the number of credits may not be transferred.
- A student must have been in graduate status at the time the courses were taken.
- A student must be in good academic standing at the time of transfer.
- Only courses assigned a B grade or better can be transferred.
- Courses must have been taken no more than 10 years (masters) or 8 years (doctoral) prior to the semester the transfer is requested.
- Transfer of external credit cannot be applied to a graduate certificate unless it is specified and justified in the initial request to establish the certificate (or at the time of renewal).

**13. List courses under the appropriate curricular headings.**

Applied ENS MA\_Assessment Plan.pdf

Applied Environmental and Sustainability Curriculum.xlsx

**14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?**

YES

YES Distance learning

NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

YES Technology-enhanced instruction



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- NO Evening/weekend/early morning classes
- YES Accelerated courses
- NO Instruction at nontraditional locations, such as employer worksite
- NO Courses with multiple entry, exit, and reentry points
- NO Courses with "rolling" entrance and completion times, based on self-pacing
- NO Modularized courses

**Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**

The courses in the Online Applied Master's in Environmental and Sustainability Studies are intended to be offered asynchronously. The online 8-week courses will attract non-traditional and part time students by allowing them the flexibility to complete the degree program at their own pace.



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## Full Proposal - Demand: Program Demand/Unnecessary Duplication

### 1. Student Demand:

#### a. Provide evidence of student demand at the regional, state and national levels.

We polled undergraduate students, inviting students in two majors (N=220). Our Qualtrics survey yielded 82 responses (n=82). Of the 82 students that responded to our poll, 43 students answered 'yes' they would be interested in an MA in Environmental and Sustainability Studies at UK, and another 29 answered 'maybe' to that question. 37 students said they would want to take such a MA degree online, and 47 students answered they'd be interested in pursuing such a degree as a part-time option. We asked students for additional feedback and several non-traditional students suggested that an online MA degree would allow them to pursue a career while working full-time and raising a family, while other would want to combine the MA in Applied Environmental and Sustainability Studies to a law degree. Several other students responded that they thought an MA would be the additional qualification they needed in order to obtain the kinds of positions in their fields that were appealing to them.

#### b. Identify the applicant pool and how they will be reached.

The Master's program will be open to all students interested in expanding their advanced environmental and sustainability skills. Our primary target audience includes currently enrolled students at the University of Kentucky, and workplace professionals who possess a Bachelor's degree and are seeking an advanced degree in important skills that will translate into greater professional opportunities. The applicant pool may be diverse including non-traditional students and life-long learners.

The online Master in Applied Environmental and Sustainability Studies would be of interest to students pursuing an undergraduate degree in Environmental and Sustainability Studies, Geography, or Natural Resources and Environmental Science.

We will market the program to undergraduate students through the advising hub, academic advisors, and student listservs. We will work closely with the Center for the Enhancement of Learning and Teaching (CELT) to market the program through UK Online in order to reach non-traditional students and workplace professionals.

#### c. Describe the student recruitment and selection process.

We will market the program to undergraduate students through the advising hub, academic advisors, and student listservs. We will work closely with the Center for the Enhancement of Learning and Teaching (CELT) to market the program through UK Online in order to reach non-traditional students and workplace professionals.

Following the guidelines from the Graduate School students will be admitted under the minimum requirements for a graduate degree granting program. Students must submit a transcript showing an awarded bachelor's degree from a fully accredited U.S. institution of higher learning or from a recognized foreign institution, have an overall undergraduate grade point average of 2.75 on undergraduate work and 3.00 on all graduate work (both on a 4.00 point scale).

We will not require the Graduate Record Examination (GRE), as recent research demonstrates that the GRE does not predict academic success. The director of the master's program will advise students. Retention will be monitored by the director of the MA program in consultation with the faculty of record.



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**d. Identify the primary feeders for the program.**

The Master's program will be open to all students interested in expanding their advanced environmental and sustainability skills. Our primary target audience includes currently enrolled students at the University of Kentucky, and workplace professionals who possess a Bachelor's degree and are seeking an advanced degree in important skills that will translate into greater professional opportunities.

The online Master in Applied Environmental and Sustainability Studies would be of interest to students pursuing an undergraduate degree in Environmental and Sustainability Studies, Geography, or Natural Resources and Environmental Science.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

According to Burning Glass the number of awarded Master's in Environmental Studies has increased by almost 14% since 2013. Our poll of current undergraduate students shows strong demand for an online Master's in Applied Environmental and Sustainability Studies at the University of Kentucky.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2020-2021	0	10
2021-2022	8	10
2022-2023	10	10
2023-2024	12	10
2024-2025	12	10

**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

See NOI

Sustainability specialists earn median annual salaries of \$70,874, with 25% earning more than \$89,239 and 75% earning more than \$55,188. Burning Glass predicts an increase in demand for Sustainability Specialists of +8.8% over the next 10 years. Nationwide there were 1,736 open positions.

The types of positions open to graduate range from Sustainability Specialists (see above) to related positions such as Project Managers, Alternative Energy Managers, Environmental Compliance Specialists, Energy Efficiency Specialists, Energy Analysts/Auditors, Recycling Coordinators, and Business Continuity Planners/Analysts, among others.

**3. Academic Disciplinary Needs:**

na

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

(Should not be blank)

**4. Similar programs:**

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

YES



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Please identify similar programs in other SREB states and in the nation.

Louisiana State University and the University of Tennessee Chattanooga offer a Master of Science in Environmental Studies, which has a different, more science-based focus.

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

#Enr = Fall Enrollments , #Grd = Academic Year Graduates

Institution	Program	2018 - 19		2017 - 18		2016 - 17		2015 - 16		2014 - 15		2013 - 14	
		#Enr	#Grd										
Kentucky State University	Environmental Studies	28	14	33	6	22	4	20	7	15	3	19	7

c. Does the proposed program differ from existing programs?

YES

Please explain.

The Master of Science in Environmental Studies offered by Kentucky State University is a face to- face program that is more narrowly focused on Environmental Science. The proposed Online Master in Applied Environmental and Sustainability Studies is an interdisciplinary program that prepares students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics. By offering the degree program online we are able to reach a larger target audience and offer flexibility that is not easily achieved with a face-to-face program.

d. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?

YES

Please explain.

In offering the proposed Master of Arts in Applied Environmental and Sustainability Studies online rather than face-to-face we cast a broader net for students, beyond the immediate vicinity of the University of Kentucky and beyond the Commonwealth of Kentucky. Our online offering of the degree also provides additional opportunities for non-traditional students who may not be able to attend on-campus courses.

e. Is access to existing programs limited?

YES

Please explain.

Existing programs are in-person, on-campus format. Our program reaches non-traditional audiences and students outside of the state of Kentucky as well.

f. Is there excess demand for existing similar programs?

NO

g. Will there be collaboration between the proposed program and existing programs?

NO





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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

1. Will this program require additional resources?

NO

2. Will this program impact existing programs and/or organizational units within your institution?

NO

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The program is expected to attract a new pool of students, meet employment needs in the state, and feed into fields that have been shown to be beneficial to the economic needs of the state.

A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	None				
<b>Total Resources Available from Other Non-State Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	None				
<b>State Resources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	None				
<b>Internal</b>						
	Allocation :	100000	0	0	0	0
	Reallocation :	0	0	0	0	0
	Narrative Explanation/Justification :	The Office of Teaching, Learning and Academic Innovation awarded \$1000,000 in funding to the online MA in Applied Environmental and Sustainability Studies				
<b>Student Tuition</b>						
	New :	120550	229708	258980	276629	284928
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	Tuition dollars is based on the projected enrollment of 12 students by year 5.				
<b>Total</b>						
	New :	\$220,550	\$229,708	\$258,980	\$276,629	\$284,928
	Existing :	\$0	\$0	\$0	\$0	\$0
	<b>Total Funding Sources :</b>	\$220,550	\$229,708	\$258,980	\$276,629	\$284,928



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
<b>Staff: Executive, administrative, and managerial</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
<b>Other Professional</b>						
New :		80000	82400	84872	87418	90041
Existing :		0	0	0	0	0
<b>Faculty</b>						
New :		0	0	0	0	0
Existing :		11000	11000	11000	11000	11000
<b>Graduate Assistants (if master's or doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
<b>Student Employees</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		The Department of Geography will hire a post-doctoral scholar to develop the online course content for the new ENS prefix courses.				
<b>Equipment and Instructional Materials</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Library</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Contractual Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Academic and/or Student Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Other Support Services</b>						
New :		0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Faculty Development</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Other</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No new or existing resources needed				
<b>Total</b>						
New :		\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Existing :		\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
<b>Total Budget Expenses/Requirements :</b>		\$91,000	\$93,400	\$95,872	\$98,418	\$101,041
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$129,550	\$136,308	\$163,108	\$178,211	\$183,887



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## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

See assessment plan uploaded on the curriculum

#### b. When will the components be evaluated?

Projects and assignments from the courses offered in the curriculum will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using a rubric created by the committee to assess the content material of all student learning outcomes. The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed. Please see attachment 5 for additional information.

#### c. When will the data be collected?

Projects and assignments from the courses offered in the curriculum will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using a rubric created by the committee to assess the content material of all student learning outcomes. The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed. Please see attachment 5 for additional information.

#### d. How will the data be collected?

Projects and assignments from the courses offered in the curriculum will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using a rubric created by the committee to assess the content material of all student learning outcomes. The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

#### e. What will be the benchmarks and/or targets to be achieved?

All outcomes are assessed using rubrics created by the certificate program faculty for the targeted Student Learning Outcome. Students must receive a 3 or 2 on the assignment to consider the learning outcome met. Please see attachment 5 for more information.

#### f. What individuals or groups will be responsible for data collection?

Assignments will be collected in all courses offered in the curriculum. The program director will collect the assignments and share with the assessment committee by April 30th every year. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record.



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**g. How will the data and findings be shared with faculty?**

The program director will also serve as the Director of Graduate Studies (DGS) and will act as assessment coordinator. It is the responsibility of the assessment coordinator to monitor the activities of assessment that occur in the certificate program. The assessment coordinator will convene an assessment committee annual for the assessment of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college. The certificate director will discuss the results of the assessment with the faculty of record on an annual basis

**h. How will the data be used for making programmatic improvements?**

The annual report will be shared with the faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

**2. What are the measures of teaching effectiveness?**

All instructors will use the university teacher course evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual faculty merit evaluation report process. The chair will review the TCE results with instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.

**3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

All instructors will use the university teacher course evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual faculty merit evaluation report process. The chair will review the TCE results with instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.

**4. What are the plans to evaluate students' post-graduate success?**

Our program will look at data provided by the university alumni survey. The program will attempt to stay in contact with former students through an alumni mailing list, to be initiated at the inception of the program.

Periodic surveys of alumni will be taken through this venue.



Total Credit hours Required for Program Core (i.e., # of hours in degree program core) will automatically populate Core Hours in "Summary of Total Program Hours" table		15	NA			
<b>Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)						
Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table						
<b>GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
STA	570	Basic Statistical Analysis	Introduction to methods of analyzing data from experiments and surveys; the role of statistics in research, statistical concepts and models; probability and distribution functions; estimation; hypothesis testing; regression and correlation; analysis of single and multiple classification models; analysis of categorical data.		3	
STA	674	Regression Analysis and Design of Experiments	Course begins with an applied regression module that emphasizes analysis and interpretation of real data, and statistical computing. Second part of course focuses on principles and implementation of experimental design for scientific research purposes. Standard designs presented along with the proper kinds of analysis for each. Continued emphasis on real data and statistical computing using R and/or SAS.		3	
STA	677	Applied Multivariate Methods	Survey of multivariate statistical techniques. The multivariate normal distribution; the general linear model; general procedures for parameter estimation and hypothesis testing in the multivariate case; Hotelling's T <sup>2</sup> ; multivariate analysis of variance and covariance; structural models for the covariance matrix; utilization of existing computer programs.		3	
STA	556	Contemporary Geospatial Applications for Land and Analysis	Advance concepts in data base analysis, model development, and ancillary functions in geographic information systems. Lectures, two hours; laboratory, four hours per week		3	
LA/NRE	671	Introduction to Mapping			3	
Total Credit hours Required for Program Electives (i.e., # of hours in degree program core) will automatically populate Core Hours in "Summary of Total Program Hours" table						
Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table						
<b>FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
END	699	Independent Study				
ANT	680	Business and Organizational Cultures	The course introduces students to the various applications of anthropological theory and ethnographic research methods in contemporary institutional settings, including business, government, and non-governmental organizations. Students will investigate the concept of organization from an anthropological perspective in order to understand how organizational forms manifest in different social and cultural contexts and what cultural patterns and processes shape them. Students will learn about the growing field of business anthropology in which anthropologists apply their knowledge, skills, and research methods to improve business performance, competitiveness, and communication. Students will explore how business		3	

681	Health Care Inequalities		3
ANT	605	Seminar in Environmental and Sustainability Studies: Subtitle Required	3
ENS	613	Sustainability, Ethics, and Leadership in Manufacturing Organizations	3
mfs	612	Ethical and Legal Issues in Technical Writing	3
WRD	614	Visual Rhetoric and Persuasion	3
WRD	702	Professional and Technical Writing	3
WRD			3
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b>		<b>Note: number recorded</b>	<b>9</b>
Summary of Total Program Hours		Required Core Hours (i.e., # of hours in degree program core)	15
		Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0
		Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	6
		Free Elective Hours (i.e., general program electives) (if applicable)	9
Total # of credit hours required for Program			30
Information to be completed by PIE Office			NA
		# of new courses	NA
		Total # of Courses (includes new and existing)	NA
		Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE



## PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

**Institution:**

*University of Kentucky*

**Program Name:**

*Arts Administration*

**Degree Designation**

*Ph.D.*

**CIP Code:**

*50.1001*

**Credit Hours:**

*46*

**Institutional Board  
Approval Date:**

*12/10/2019*

**Implementation Date:**

*08/15/2020*

### Program Description:

Describe the program and its aims

The 21st century has shown significant increase in the nonprofit arts and culture industry. According to the Americans for the Arts most recent economic impact study, the nonprofit arts sector generates \$166.2 billion in economic activity each year. Additionally, according to the National Endowment for the Art's 2008 Public Participation in the Arts survey, about 35 percent of all US adults - or 78 million Americans - attended a museum, gallery or performing arts event in the past year. As such, there is an increasing need to have skilled and qualified researchers to explore the arts and cultural sector. Thus, arts and cultural organizations, service organizations, arts councils and government agencies, thinktanks, and universities are increasingly seeking trained professionals to envision, conduct, and disseminate meaningful research. The University of Kentucky will prepare students for these careers in industry, government and academia through its rigorous foundation in research methods, cultural policy, and organization theory combined with a student-selected concentration in arts administration. The program allows students to have an innovative and individualized course of study as they work closely with graduate faculty in arts administration and the arts. Mission: The PhD in Arts Administration will influence the field's future through the development of strong researchers for both academic and field applications.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will enhance the stature and strength of the Department of Arts Administration at the University of Kentucky. The department already holds a reputation as one of the best BA and MA programs in the country with the most comprehensive curriculum. The addition of the PhD will enhance the reputation and make the University of Kentucky the only university in the country offering a BA, MA and PhD in Arts Administration.

**Student Demand:**

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
4	8	12	16	16

**Market Demand:**

*This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.*

The creative industry is thriving nationwide. Arts businesses and their creative employees stimulate innovation and strengthen the nations competitiveness in the global economy. Additionally, arts businesses play an important role in building and sustaining economic vibrancy. According to the 2017 Creative Industries in the United States report, there are over 673,000 businesses are involved in the creation or distribution of the arts. These organizations employ 3.48 million people. These figures represent 4.01 percent of all US businesses and 2.04 percent of all US employees. Regionally, according to the 2014 Kentucky Creative Industry Report, the creative industry is thriving in Kentucky.

- The Kentucky creative industry collectively employs 108,498 people.
- The creative industry represents 2.5 percent of Kentucky’s total employment.
- The creative industry accounts for annual earnings of \$1.9 billion.
- The creative industry in Kentucky includes more self-employed individuals and microenterprises than any other economic sector, compared to national data.

The national and state level data provides compelling evidence of the demand of a growing and changing industry that is necessitates a terminal degree in the field. The creative industries are ranked as the 11th largest industry in the country. Every other industry in the top 20 has doctoral offerings at universities (e.g. public administration, healthcare administration, education, business management, agriculture). The creative industries require a doctoral degree to research, disseminate and impact the arts and cultural sector.

In addition to the more general occupations listed below, we also conducted a search for job postings specifically in the "Museum, Historical Sites, and Similar Institutions" Industry with skills in Budget Management, People Management, and Fundraising. This search resulted in positions such as Exhibits Specialists, Marketing/Public Relations Manager for the International African American

Museum, Program Specialists for the Native American Undergraduate Museum, Museum Education Coordinator for the Fabric Workshop Museum, and Manager of Development at the American National Museum. Nationally, there were 898 jobs posted in the last 12 months with a median income of \$57,165. Doctoral students would have a competitive advantage over peers with only a Master's degree in Arts Administration or similar fields. We further identified 192 jobs in the last 12 months that advertised for a director position. The Median income for these positions was \$64,350 and \$67,735 for executive director positions. We anticipate that doctoral students would have no shortage of jobs available to them and would have an earning potential that is well over the national average.

**Answer either Employer Demand or Academic Demand below**

**Employer Demand: <sup>1</sup>**

*If the program is designed for students to enter the workforce immediately, please complete the following table.*

	Regional	State	National
<b>Type of Job</b>	Marketing Research Analyst		
Average Wage	\$53,348	NA	\$64,575
# of Openings	94	50	8,916
Growth Projections	20.2%	24%	18.6%
<b>Type of Job</b>	Media Planner/Buyer		
Average Wage	\$68,361	\$68,885	\$54,850
# of Openings	21	5	2,089
Growth Projections	11.4%	16.9%	6.20%
<b>Type of Job</b>	Advertising/Promotion Manager		
Average Wage	\$53,348	NA	\$64,575
# of Openings	7	7	940
Growth Projections	5.90%	8.60%	4.50%
<b>Type of Job</b>	Art Director		
Average Wage	NA	NA	\$68,879
# of Openings	27	19	1,177
Growth Projections	5.20%	11.20%	2.40%
<b>Type of Job</b>	Postsecondary Teacher (Arts, Drama, Music)		

<sup>1</sup> Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Average Wage	\$77,147	\$72,537	\$97,287
# of Openings	24	24	2,089
Growth Projections	10%	9.87%	12%
Type of Jobs	General Manager		
Average Wage	\$116,024	\$115,813	\$124,478
# of Openings	544	290	40,788
Growth Projections	7.6%	7.6%	3.5%
Type of Job	Public Relations and Fundraising Manager		
Average Wage	\$58,533	\$61,125	\$75,598
# of Openings	5	10	4,421
Growth Projections	9.23%	9.61%	10.3%

**Please note the time frame for the projections and source of the market demand information:**

The data was pulled from burning glass technologies which uses BLS data and real-time job market data to identify job market trends. # of openings are job postings in the last 12 months and growth projections are from 2019-2028.

**Academic Demand:**

*If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.*

NA

**Unnecessary Duplication**

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
<b>Program 1:</b>	NA	NA
<b>Program 2:</b>		
<b>Program 3:</b>		
<b>Program 4:</b>		
<b>Program 5:</b>		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

NA

- b. Comparison of Student Populations:** Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).

NA

- c. Access to Existing Programs:** Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).

NA

- d. Feedback from Other Institutions:** Summarize the feedback from colleagues at institutions with similar programs.

NA

### **Cost**

Please provide a summary of revenues and expenditures.

<b>Projected Revenue over Next Five Years</b>	\$698,544
<b>Projected Expenses over Next Five Years</b>	\$303,701

### **Will additional faculty be needed?**

If yes, please explain how the institution will pay for these additional costs.

No

### **Provide a budgetary rationale for creating this new program:**

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The field of arts administration is largely considered to have been formally developed in the United States in the 1960s. The institutionalization of the field has continued to solidify and expand well into the 21st century. What was once considered a niche industry, the arts and cultural sector, is one of the largest export of products of the US (and one of the only with a trade surplus), supports over 4.9 million jobs, and contributes \$730 billion to the nation's gross domestic product (GDP). By contributing 4.2% to the US GDP, arts and cultural production is a larger economic sector than agriculture, travel and tourism, transportation and warehousing, and construction. As the field has expanded so has the necessity for appropriately trained researchers.

Currently, in the US there are only two universities where a student can specialize in the area of arts and culture research. Thus, the field is significantly underserved in providing the necessary education to support

the future of the arts and culture sector. The PhD in Arts Administration at UK will fill a need nationwide by offering a rigorous, online degree program focused on field competencies and research methodologies. No additional faculty will be required, and existing faculty support both a bachelor's and a master's degree at the University.



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50.1001-Arts, Entertainment, and Media Management, General.  
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### Full Proposal - Basic Info

Institution : University of Kentucky  
Program Type : Single Institution  
Program Name : Arts Administration  
Degree Level : Doctor's Degree Research/Scholarship  
Degree Designation : DOCTOR OF PHILOSOPHY  
CIP Code (2-Digit) : 50-VISUAL AND PERFORMING ARTS.  
CIP Code : 50.1001-Arts, Entertainment, and Media Management, General.  
Academic Unit (e.g. Department, Division, School) : College of Fine Arts  
Name of Academic Unit : Arts Administration  
Name of Program Director : Rachel Shane  
Intended Date of Implementation : 8/19/2019  
Anticipated Date for Granting First Degrees : 5/12/2023  
Date of Governing Board Approval : 12/10/2019

### Institutional Contact Information

First Name : Annie  
Last Name : Weber  
Title : Assistant Provost for Strategic Planning and Institutional Effectiveness  
Email : ann.weber@uky.edu  
Phone : 859-257-1962



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**Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

**1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

- 1) Graduates will have the systematic and critical understanding of a substantial and complex body of knowledge of arts administration.
- 2) Graduates will have expert specialized cognitive and research skills in arts administration with the ability to function independently.
- 3) Graduates will apply knowledge and skills to demonstrate authoritative judgement, adaptability, and responsibility as an expert practitioner or scholar.

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The PhD in Arts Administration fully embraces all aspects of the University of Kentucky mission. The degree will facilitate learning which is informed by scholarship and research; it will expand the knowledge of the arts and cultural industries through research and scholarship; and it will serve a global community through the dissemination of this knowledge.

The PhD in Arts Administration also fully supports all three of UK's Strategic Initiatives on Graduate Education:

- 1) Recruit and retain outstanding graduate students from all backgrounds.  
This PhD targets working professionals from all arts and cultural industries. This is a broad and diverse segment within the population that is largely unreached for doctorate degrees.
- 2) Invest in graduate programs that have distinctive synergy with UK's research priorities and/or whose graduate students demonstrate excellence at the national and global levels.  
The University of Kentucky has always been at the forefront in arts administration education. UK launched the first BA in Arts Administration in 1987 as well as the first online MA in Arts Administration at a public university. Now, UK has the opportunity to offer the first PhD in Arts Administration in the country. It will also mark the first online PhD in our field.
- 3) Elevate the quality and richness of the graduate student experience and increase the national competitiveness of UK's graduate programs.  
Allowing for an online doctoral degree vastly changes student experience and broadens the pool of potential doctoral students. This unique offering will help increase the competitiveness of all the programs within the Department of Arts Administration.

CPE: This program will further the state's postsecondary education agenda by increasing productivity through program innovation. The program will be delivered completely online, providing a distance learning option for students who are already employed and unable to attend classes in person. (8.1, 4.3, 4.4) In addition, it provides training in a growth industry, allowing more Kentuckians to equip themselves for the future. (6.1, 6.2)



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**3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The PhD in Arts Administration fully embraces all aspects of the University of Kentucky mission. The degree will facilitate learning which is informed by scholarship and research; it will expand the knowledge of the arts and cultural industries through research and scholarship; and it will serve a global community through the dissemination of this knowledge.

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Allowing for an online doctoral degree vastly changes student experience and broadens the pool of potential doctoral students. This unique offering will help increase the competitiveness of all the programs within the Department of Arts Administration.

**4. Explain how the proposed program furthers the statewide implementation plan.**

This program will further the state's postsecondary education agenda by increasing productivity through program innovation. The program will be delivered completely online, providing a distance learning option for students who are already employed and unable to attend classes in person. (8.1, 4.3, 4.4) In addition, it provides training in a growth industry, allowing more Kentuckians to equip themselves for the future. (6.1, 6.2)



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## Full Proposal - Quality: Program Quality and Student Success

### 1. List all student learning outcomes of the program.

- 1) Students will be able to analyze historical and theoretical research in order to propose and develop new arts administration scholarship.
- 2) Students will be able to conduct, analyze, and disseminate rigorous qualitative and quantitative research to generate knowledge in the arts.
- 3) Students will be able to serve and advance art administration practice through informed and data-driven research.

### 2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The course level student learning outcomes were developed in order to accomplish the program-level student learning objectives. Each course in the curriculum plays a significant role in achieving the program-level student objectives. Furthermore, the course level SLOs are connected to the program-level SLOs during the build process in the Learning Management System, Canvas. Canvas allows for the linkage of the course SLOs to the program-level SLOs for clear and purposeful evaluation.

### 3. Highlight any distinctive qualities of this proposed program.

UK is the only public college or university in the state offering an undergraduate degree in Arts Administration. UK is also the only Kentucky college or university to offer a graduate degree in Arts Administration. There are only two universities nationwide that offer doctorates in related fields: The Ohio State University offers a PhD in Arts Administration, Education, and Policy; and Florida State University offers a PhD in Arts Education with a concentration in Arts Administration. There are no schools nationwide which where students can earn a doctorate in arts administration in a completely online format.

Dr. Rachel Shane, Chair and Associate Professor, is the editor-in-chief of the most prominent peer-reviewed journal in the field, the Journal of Arts Management, Law, and Society, published by Taylor & Francis. Additionally, she serves as the Board Chair for the Social Theory, Politics, & the Arts Conference, the oldest and one of the most influential academic gatherings in the field of arts management and cultural policy. STP&A brings together researchers from the fields of political science, sociology, economics, law, arts management, arts education, art history, museum studies, cultural studies, education, and policy studies as well as arts managers and artists. In 2018, Dr. Shane co-edited the four volume anthology, Arts and Cultural Management: Critical Sources published by Bloomsbury Press, the first and only resource of its kind in the field. Dr. Shane is also known as the only contemporary national scholar on the topic of unionization and its impact on the arts.

Dr. Yuha Jung, Assistant Professor, published the first book on systems thinking in museums in 2018. She is also an associate editor for the journal Museum Management and Curatorship and serves on the board of directors for the Association of Arts Administration Educators.

With the successful launch of the PhD in Arts Administration, UK would become the only university in the country offering a BA, MA and PhD in Arts Administration.

### 4. Will this program replace any existing program(s) or specializations within an existing program?

NO

### 5. Include the projected faculty/student in major ratio.

he maximum number of students accepted per year will be the same number of graduate faculty in the Department of Arts Administration. Graduate faculty will only each be assigned one new student advisee annually. Thus, no graduate faculty member will ever have more than four students working on their research. Faculty advisors will be assigned based on research interests and alignment.

### 6. Is there a specialized accrediting agency related to this program?

NO



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**7. Attach SACS Faculty Roster Form.**

Arts Administration\_Faculty Roster.pdf

**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

Extensive online library resources have already been developed in support of the MA in Arts Administration. The UK Library system has online access to all of the primary journals in the field. Additionally, students will be able to request print materials be mailed to them from the UK Collection or Interlibrary Loan. Moreover, the Department of Arts Administration will provide sponsoring letters for students to use at reciprocal colleges and universities for research at an on-site library

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

The proposed program is offered as a 100% online degree program. Thus, the current physical facilities are currently adequate. Instructional equipment for this program is technology-based. Faculty must have and maintain appropriate computer hardware and software. Due to our online MA in Arts Administration, the Department already maintains a three-year replacement policy for hardware. Software is purchased as needed.

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

**ADMISSIONS.** Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be required to submit the following items: 1) current resume; 2) statement of purpose; 3) portfolio of writing samples; 4) official transcripts; 5) GRE scores; and 6) three letters of recommendation.

The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine 1) the rationale for pursuing a PhD; 2) the student's proclivity to online education and aptitude for rigorous research expectations; 3) the area of research interest; and 4) the systems in place to support the student through doctoral studies.

**ADVISING.** Upon admission, students will be assigned a graduate faculty advisor based on their research interests and objectives. The faculty advisor will serve to both guide the student through the coursework process and through the dissertation writing process. Each graduate faculty member will accept one new PhD student annually.

**RETENTION.** Through the development of the online MA in Arts Administration, the department has developed several strategies for the retention of students. The first step to retention is the recruitment of students with the skills to be successful. Thus, in addition to the review of the written materials, interviews will also be conducted. A strong advising relationship is also essential. Students will work with the same graduate advisor throughout their degree progression. There will be meeting expectations outside of courses in order to ensure progress. Additionally, the design of the coursework, the sequencing structure, and the comprehensive examination format will aid the students in writing their dissertation prospectus and completing three chapters of their dissertation prior to becoming "all but dissertation" or ABD.

**10. Clearly state the degree completion requirements for the program.**

PhD in Arts Administration students must complete all of the following requirements:

- ? Complete all assigned preliminary coursework (if applicable);
- ? Complete all PhD coursework (minimum of 46 hours) while maintaining a minimum GPA of 3.0 out of 4.0 on all graduate work attempted at UK,
- ? Pass the written and oral dissertation prospectus in the fourth semester of coursework,
- ? Develop and orally defend a dissertation proposal;
- ? Write three chapters of the dissertation and orally defend;
- ? Complete a written dissertation based on the approved proposal; and
- ? Successfully defend the dissertation in an oral presentation.



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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	46	34	9	3

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

There are currently no related programs offered within the Commonwealth of Kentucky. The University of Kentucky offers the only Arts Administration degrees in the state.

13. List courses under the appropriate curricular headings.

Curriculum\_Arts Administration\_PhD.xlsx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

- YES Distance learning
- NO Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- NO Technology-enhanced instruction
- NO Evening/weekend/early morning classes
- NO Accelerated courses
- NO Instruction at nontraditional locations, such as employer worksite
- NO Courses with multiple entry, exit, and reentry points
- NO Courses with "rolling" entrance and completion times, based on self-pacing
- NO Modularized courses

**Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**

Designed for working professionals, the online PhD provides the flexibility of asynchronous education, allowing students to learn and engage with their peers and faculty without the conventional restrictions of time and place. By offering the first online PhD in the field, UK will be able to reach and serve a critical student population that wants to enhance and expand research generated within arts and culture without disruption to their employment or family obligations.

Research conducted about online education indicates that most students who dropout of online courses do so after reporting isolation, disconnectedness, and technological problems. Cognizant of this research, the PhD carefully constructs opportunities for meaningful student-to-student and student-to-instructor interaction to mitigate any feelings of disconnectedness. The design of the program was based on the design of UK's highly successful online MA in Arts Administration. Using the IT resources of the university as well as the expertise of the program's instructional designer, the program provides ample assistance to students, especially regarding their problems with the technology.



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## Full Proposal - Demand: Program Demand/Unnecessary Duplication

### 1. Student Demand:

#### a. Provide evidence of student demand at the regional, state and national levels.

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#### b. Identify the applicant pool and how they will be reached.

The PhD in Arts Administration will attract working arts and culture professionals who have been employed within the field for five or more years. The primary target is someone who wishes to progress the field, learn more beyond institutional management, desires to teach, or wants to create a larger impact and make a difference in the arts.

Most students will apply to the PhD degree following the completion of a graduate degree in arts administration. UK has a natural pipeline into the PhD from its MA alumni pool. These students are already accustomed to learning within the online environment and have an affinity for UK and the Department of Arts Administration.

The Department of Arts Administration has a sophisticated marketing strategy already in place to reach students for its other online offerings. With the addition of the online PhD, marketing efforts of the department will feature all of our online offerings. Strategies including direct digital marketing, online advertising, social media advertising and user generated content (UGC), print advertising in industry publications, presence and advertising at national arts service organization conferences, and personal sales.



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**c. Describe the student recruitment and selection process.**

**RECRUITMENT.** The Department of Arts Administration has a sophisticated marketing strategy already in place to reach students for its other online offerings. With the addition of the online PhD, marketing efforts of the department will feature all of our online offerings. Strategies including direct digital marketing, online advertising, social media advertising and user generated content (UGC), print advertising in industry publications, presence and advertising at national arts service organization conferences, and personal sales.

**SELECTION.** Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be required to submit the following items: 1) current resume; 2) statement of purpose; 3) portfolio of writing samples; 4) official transcripts; 5) GRE scores; and 6) three letters of recommendation.

The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine 1) the rationale for pursuing a PhD; 2) the student's proclivity to online education and aptitude for rigorous research expectations; 3) the area of research interest; and 4) the systems in place to support the student through doctoral studies.

Selection will be competitive as only four doctoral students will be accepted annually.

**d. Identify the primary feeders for the program.**

Primary feeders for the program will be master's degree programs in Arts Administration (although students with master's degrees in related disciplines will be considered).

There are approximately 100 graduate programs in arts administration in the US that are members of the Association of Arts Administration Educators (AAAE). UK is also a member of AAAE and has had faculty serve on the board for the last 8 years (and are slated to serve for another 5 years). The AAAE members programs will serve as strong feeders for the program. UK has access to the pool of students through its board service, conference attendance, and listserv.

Of course, UK has a natural pipeline into the PhD from its MA alumni pool. These students are already accustomed to learning within the online environment and have an affinity for UK and the Department of Arts Administration.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

Since this is new degree program, the department is projecting a new increase to its total number of student enrollments.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2019-2020	0	4
2020-2021	0	8
2021-2022	0	12
2022-2023	2	16
2023-2024	2	16



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**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

The jobs for graduates of the PhD in Arts Administration will vary significantly. Arts and cultural organizations often have jobs in "research and evaluation" including positions such as a director of research and evaluation (senior level; \$90-130k) or a research and evaluation associate (junior level; \$60-70k); executive directors of museums (\$110-300k); high level fundraising position (\$150-250). Universities will employ junior faculty (\$60-\$75k); senior faculty (\$100-150k); and administrators (\$100-\$200k). Government agency employment is available at the local (\$50-75k), state (\$60-100k); and national (\$80-120k) levels.

According to the Bureau of Labor Statistics, the industry has continued to see job growth over the last decade.

**3. Academic Disciplinary Needs:**

NA

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

(Should not be blank)

**4. Similar programs:**

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

NO

**Would your institution like to make this program available through the Academic Common Market?**

YES

**b. Our records indicate the following similar programs exist at public institutions in Kentucky.**

---- No Programs Exist----



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### Full Proposal - Cost: Cost and Funding of the Proposed Program

**1. Will this program require additional resources?**

NO

**2. Will this program impact existing programs and/or organizational units within your institution?**

YES

**Please describe the impact.**

The PhD is offered in cooperation with the Departments of Educational Policy Studies and Evaluation (EPE) and Education, School and Counseling Psychology (EDP). EPE and EDP offer the methodology courses that our students will enroll in. Subsequently, they will earn both the PhD in Arts Administration and a Graduate Certificate in Research Methods in Education.

**3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.**

The PhD we propose is a full-pay tuition model. Unlike most doctoral degrees, students will not be on campus or recipients of teaching or graduate assistantships. Moreover, the PhD will add to the credibility of our other degree offerings potentially driving enrollment in our BA, MA degrees and certificate programs.



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A. Funding Sources, by year of program		1st year	2nd year	3rd year	4th year	5th year
		0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		There is no federal funding for this program at this time				
<b>Total Resources Available from Other Non-State Sources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		There is no other non-state funding for this program at this time.				
<b>State Resources</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		The program will be funded through the return on tuition dollars from the UK Provost's Office (60%/40%) generated by online students.				
<b>Internal</b>						
	Allocation :	0	0	0	0	0
	Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :		Not applicable				
<b>Student Tuition</b>						
	New :	49896	99792	149688	199584	199584
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		The tuition is calculated based on 2018-19 part-time graduate student tuition rate. It does not account for any future tuition increases.				
<b>Total</b>						
	New :	\$49,896	\$99,792	\$149,688	\$199,584	\$199,584
	Existing :	\$0	\$0	\$0	\$0	\$0
Total Funding Sources :		\$49,896	\$99,792	\$149,688	\$199,584	\$199,584
<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Other Professional</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Faculty</b>						
	New :	24222	24648	25087	25539	26005



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
<b>Graduate Assistants (if master's or doctorate)</b>						
New :		6000	6000	6000	6000	6000
Existing :		0	0	0	0	0
<b>Student Employees</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		<p>Staff: The current and planned faculty for the program is sufficient in serving the limited population of PhD students. If the program seeks growth, an additional faculty member would need to be hired. Five year estimates assume four admissions annually.</p> <p>Faculty: The Director of Graduate Studies will be converted to a 12-month faculty member. 3% annual increase is estimated. Part-time faculty members will teach specific courses and over the summer.</p> <p>GA: The program is largely expected to be a full-pay program. There will be one 1/2 time assistantship available.</p>				
<b>Equipment and Instructional Materials</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No additional equipment or materials are needed.				
<b>Library</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Library services are currently appropriate for needs.				
<b>Contractual Services</b>						
New :		17100	17100	0	6000	6000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Contractual services are for the development of the new online courses for the PhD in years 1 and 2 and for revision costs in years 4 and 5.				
<b>Academic and/or Student Services</b>						
New :		5000	5000	5000	5000	5000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		A new part-time staff position, Graduate Academic Coordinator, serves all of the department's online programs. 25% of the position is charged to the PhD.				
<b>Other Support Services</b>						
New :		0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No additional support services are needed.				
<b>Faculty Development</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		There are no expected expenses in this area.				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		The University of Kentucky requires that the faculty and chief administrators in each department assess the effectiveness of every academic program within their college every year. This assessment requires that the faculty a representative from each department include and articulate the measures used to assess the program, data to support any recommendations for change, as well as an Improvement Action Plan. This IAP encourages each program to assess and improve on a regular, annual basis. The cost for the program evaluation process does not cost the individual college or department any additional funds.				
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		not applicable				
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		The program operates 100% online and therefore there are no additional costs for student space or equipment.				
<b>Other</b>						
New :		15000	15000	15000	16000	16000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		These expenses account for marketing and operating expenses of the program.				
<b>Total</b>						
New :		\$67,322	\$67,748	\$51,087	\$58,539	\$59,005
Existing :		\$0	\$0	\$0	\$0	\$0
<b>Total Budget Expenses/Requirements :</b>		<b>\$67,322</b>	<b>\$67,748</b>	<b>\$51,087</b>	<b>\$58,539</b>	<b>\$59,005</b>



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Grand Total					
Total Net Cost :	\$-17,426	\$32,044	\$98,601	\$141,045	\$140,579



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**Full-Proposal - Assess: Program Review and Assessment**

- 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:**
  - a. Which components will be evaluated?**

See Assessment plan uploaded under curriculum
  - b. When will the components be evaluated?**

See Assessment plan uploaded under curriculum
  - c. When will the data be collected?**

See Assessment plan uploaded under curriculum
  - d. How will the data be collected?**

See Assessment plan uploaded under curriculum
  - e. What will be the benchmarks and/or targets to be achieved?**

See Assessment plan uploaded under curriculum
  - f. What individuals or groups will be responsible for data collection?**

See Assessment plan uploaded under curriculum
  - g. How will the data and findings be shared with faculty?**

See Assessment plan uploaded under curriculum
  - h. How will the data be used for making programmatic improvements?**

See Assessment plan uploaded under curriculum
- 2. What are the measures of teaching effectiveness?**

See Assessment plan uploaded under curriculum
- 3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

See Assessment plan uploaded under curriculum
- 4. What are the plans to evaluate students' post-graduate success?**

See Assessment plan uploaded under curriculum



Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
AAO	655	Cultural Policy	<b>CULTURAL POLICY</b> Arts and culture institutions operate in complex environments with policies that shape the kinds of artistic creations that are created, produced, disseminated, marketed, funded and preserved. What are these policies in the United States? Who are the policy actors? Who implements policy? Who enforces policy? How do you create new policies?  This course explores regulatory and visionary areas of public policy as well as cultural policy specifically. Historical and contemporary policy issues related to arts education, creative economy, cultural facility infrastructure, employment, equity, funding, and preservation will be investigated.	C	3	N
AAO	665	Creative Cities, Creative Placemaking, & Community Vibrancy		C	3	N
AAO	629	Organization Theories in Arts Administration	<b>ORGANIZATION THEORIES IN ARTS ADMINISTRATION</b> Organization theory examines the inner workings of institutions in an attempt to understand organization functionality. For this course, theories are drawn from numerous disciplines including arts management, business administration, nonprofit management, and public administration. Additionally, theories may be classical, foundational, modern, postmodern, and/or critical. Specifically, this course explores various organizational theories that are relevant to running and studying nonprofit arts organizations. Through readings and critical analysis, students will establish a conceptual framework in which to design a research study.	C	3	N
AAO	720	Sustaining Leadership in the Arts	<b>SUSTAINING LEADERSHIP IN THE ARTS</b> This course offers a theoretical and practical understanding of leadership for arts and cultural organizations. Students will be exposed to various leadership theories, models, and issues from many different fields, such as arts management, business administration, nonprofit management, and public administration with a specific attention given to running arts and cultural organizations. Sustaining Leadership in the Arts also explores emerging, critical, and contemporary leadership issues including diversity, equity, and inclusion in arts and cultural leadership.	C	3	N
AAO	790	Arts & Culture Research Studies	<b>ARTS &amp; CULTURE RESEARCH STUDIES</b> Arts & Culture Research Studies explores various types of research studies done in the field of arts and culture. Both empirical and theoretical research in many different areas, such as management, governance, leadership, financial management, fundraising, marketing, programming and evaluation, human resources management, audience and community development, cultural economics, and cultural policy will be examined.  The types of research studies explored in this course will include white papers, research papers (articles), books (and book chapters), and websites (emphasis on visual elements). Studies included in this course are from many different fields, such as arts management, business administration, nonprofit (GATHERING, ANALYZING, AND USING EDUCATIONAL DATA)	C	3	N
EPE	557	Gathering, Using and Analyzing Educational Data I	This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.	C	3	E
EPE	663	Field Studies in Educational Settings	<b>EPE 663: FIELD STUDIES IN EDUCATIONAL INSTITUTIONS</b> Field research in an educational setting. Questions of theory, method, and application examined. Students plan and implement a study under faculty supervision.	C	3	E
AAO	795	Arts Administration Research Planning and Proposal Writing	<b>ARTS ADMINISTRATION RESEARCH PLANNING &amp; PROPOSAL WRITING</b> Arts Administration Research Planning & Proposal Writing is designed to help students learn the significance and components of a sound research design and proposal writing in the course, students will be exposed to various research design approaches of qualitative, quantitative, and mixed methods utilized within arts and culture research. Students will also understand various components of a sound and effective research proposal including the abstract, introduction, purpose statement, literature review, theoretical framework, research questions and hypotheses, and methodology and methods. Within the course, students will work on their research plan and written proposal for their dissertation project.	C	3	N
EPE	619	Survey Research	<b>SURVEY RESEARCH METHODS IN EDUCATION</b> Survey research is one of the most common and useful methods for gathering data in educational research. Obtaining valid and reliable research results requires the administration of instruments that provide valid and reliable measures of the variables selected for observation. This course will focus on principles of measurement and procedures for developing a variety of survey instruments and for determining their validity and reliability. It is designed to teach students both how to improve the questions and design instruments. The theory and practice of survey research relies on contributions from disciplines such as psychology, sociology, statistics, and computer sciences. The purpose of this course is to familiarize participants with basic features of the design and implementation of surveys, and acquaint them with some principles and underlying theory from disciplines that have traditionally used survey most heavily. The course will cover major stages of the survey process, including hypothesis and problem formulation, study design, sampling, questionnaire design, interviewing techniques, pretesting, modes of data collection, and data cleaning, management, and analysis. The course involves lectures, readings, and discussions. Students are encouraged to bring materials related to their own research interests. The course will provide an overview of the theoretical and experimental literature related to question and questionnaire design.	C	3	E

EFE	620	Introduction to Evaluation	EPE 620 TOPICS AND METHODS OF EVALUATION An examination of a subset of evaluation methods, topics, and problems. An introductory course in the area with minimal emphasis on quantitative methods. The course is designed to: provide a perspective from which evaluation studies may be viewed; and, to provide experiences for those who will learn from or conduct evaluations	C	3	E
<b>Total Credit Hours Required for Program Core (i.e., # of hours in degree program core)</b> <b>will automatically populate Core Hours in "Summary of Total Program Hours" table</b> <b>Note: number recorded</b>						
<b>Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<b>Total Credit Hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)</b> <b>automatically populate Program Option hours in "Summary of Total Program Hours" table</b> <b>Note: number recorded will</b>						
<b>GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<b># of REQUIRED Credit Hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)</b> <b>Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table</b>						
<b>FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b> <b>Note: number recorded</b>						
<b>Summary of Total Program Hours</b>					3.00	NA
<b>Required Core Hours (i.e., # of hours in degree program core)</b>					30	NA
<b>Required Program Options - Track/Concentration/Speciality Hours (if applicable)</b>					0	NA
<b>Dissemination or Thesis</b>					4	NA
<b>Guided Elective Hours (e.g., focused on track/concentration/speciality area specific objectives) (if applicable)</b>					9	NA
<b>Free Elective Hours (i.e., general program electives) (if applicable)</b>					3	NA
<b>Total # of credit hours required for Program</b>					46	NA
<b>Information to be completed by PIE Office</b>						
<b># of new courses</b>						NA
<b>Total # of Courses (includes new and existing)</b>						NA
<b>Percentage of new courses (more than 25% may require SACS Substantive Change)</b>						NA

**TITLE:** Higher Education's Return on Investment Report: The Case for Why Higher Education Matters

**PRESENTERS:** David Mahan, Associate Vice President, Data & Advanced Analytics  
Melissa Young, Director of Grants and Special Projects

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The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. Dr. Mahan will present the findings from the Higher Education's Return on Investment Report, which focuses on Kentucky postsecondary education's return on investment from both a student and state perspective. It is the story of one cohort of students - the Kentucky high school class of 2010. This report tracks 42,856 students who graduated from a Kentucky high school in 2010 through 2018, the most recent year of data available.

The report is attached for your review. The executive summary is on page 5 of the report.

*There is no better investment in Kentucky's workforce & economy than higher education.*

*--Aaron Thompson, Ph.D.*



# HIGHER EDUCATION'S RETURN ON INVESTMENT

The Case for Why Higher Education Matters

## About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

# HIGHER EDUCATION'S RETURN ON INVESTMENT

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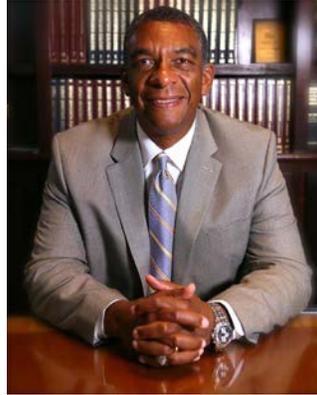
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## MESSAGE FROM THE PRESIDENT

Dr. Aaron Thompson

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As president of the Council on Postsecondary Education, I have made it my mission to remind Kentuckians why higher education matters. While plenty of people still believe college is the gateway to the middle class, rising tuition and loan debt and stagnating wages have eroded the public's confidence in higher education.

The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. This report examines higher education's return on investment for both the individual student and the state as a whole. To the extent possible, we have focused on one cohort of students - the Kentucky high school class of 2010 - which we followed for eight years (from their entry into college or the workforce in 2010 to 2018, the most recent year of data available).

These findings should dispel any doubts about the value of a college credential. Kentucky's high school class of 2010 paid about \$55,000 total for a bachelor's degree at an in-state public university; an associate degree was less (about \$30,000). While we often hear about college graduates with upwards of \$100,000 in student loan debt for all expenses associated with college, the average Kentucky undergraduate student borrowed just over \$30,000 for a four-year degree and \$15,000 for a two-year degree, about what you'd borrow for a new or used car. Around 40% of in-state college-goers in the cohort did not borrow at all.

This is not to minimize the very real concerns students and families have about college affordability. But compared to

the published price of college for a Kentucky resident (about \$80,000 for a bachelor's degree at a public university and \$45,000 for an associate degree at KCTCS), these actual costs may come as a surprise.

College graduates from the class of 2010 realized a return on their investment even a few years after graduation. By 2018, bachelor's degree graduates were making \$12,000 more annually than high school graduates, and associate degree graduates were making \$8,000 more. Over a lifetime, a bachelor's degree graduate earns \$1.2 million more than a high school graduate, 26 times the initial investment.

**“  
There is no better  
investment in  
Kentucky's workforce  
& economy than  
higher education.”**

For the state, the return on investment is even greater. Kentucky invests about \$41,000 for each public bachelor's degree graduate through state financial aid and direct appropriations to public institutions. In return, that graduate contributes \$1.7 million to the economy through taxes and spending over a lifetime - more than 40 times the initial investment. The state's total investment in the cohort (\$630 million) yields \$42.8 billion in revenue, which is 68 times the

initial investment.

I would like to thank the Kentucky Center for Statistics for their contributions to this report, which shows there is no better investment in Kentucky's workforce and economy than higher education. Making our colleges and universities more accessible and affordable is the best way to advance our Commonwealth and its most important resource - its people.

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## EXECUTIVE SUMMARY: KEY TAKEAWAYS

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### FOR THE STUDENT:

- **The total out-of-pocket (net) cost of a public postsecondary credential is significantly lower than the published (sticker) price.** On average, students from the high school class of 2010 paid a grand total of \$15,394 for a certificate or diploma, \$30,859 for an associate degree, and \$55,418 for a bachelor's degree. The published cost of attendance (tuition, fees, room and board, books, and travel expenses) is \$21,039, \$44,881, and \$79,217 respectively.
- **About a third of the total cost of public postsecondary credentials is covered by grants and scholarships.** State and federal grants and scholarships subsidized 27%-31% of the total cost of a credential. This is money that does not need to be paid back. Nearly all degree graduates in the cohort (98%) received some amount of financial aid.
- **Tuition and fee increases at Kentucky's public institutions are at their lowest point in 15 years.** There is a perception that tuition is skyrocketing, but the Council on Postsecondary Education has worked hard to moderate increases through its tuition-setting policies. Tuition and fees rose just 2.2% in the current academic year, about the same as inflation.
- **A substantial number of students do not borrow loans to finance their education.** About 41% of the cohort who attended an in-state public postsecondary institution accrued zero loan debt during the course of their studies.
- **The median student loan debt is comparable to an auto loan, except a credential, unlike a car, appreciates in value.** The median loan amount (principle and interest) was \$9,787 for a certificate/diploma, \$15,472 for an associate degree, and \$32,855 for a bachelor's degree.
- **At the end of 8 years, college graduates were earning significantly more than high school graduates - \$12,000 more for a bachelor's degree and \$8,000 more for an associate degree.** A limitation of this research design is the inability to track median salaries for a longer period of time, when differences would be more pronounced. Even so, college graduates at every level were making more than high school graduates by 2018, and the differences in inflation-adjusted entry-level salaries were even greater.

- **In Kentucky, higher education still pays.** Over a working lifetime, a bachelor's degree graduate earns \$1.2 million more than high school graduate, even after taking opportunity cost (lost earnings potential while in college) into account. This is 26 times the investment. Associate degree graduates earn \$422,000 more once opportunity cost is considered.

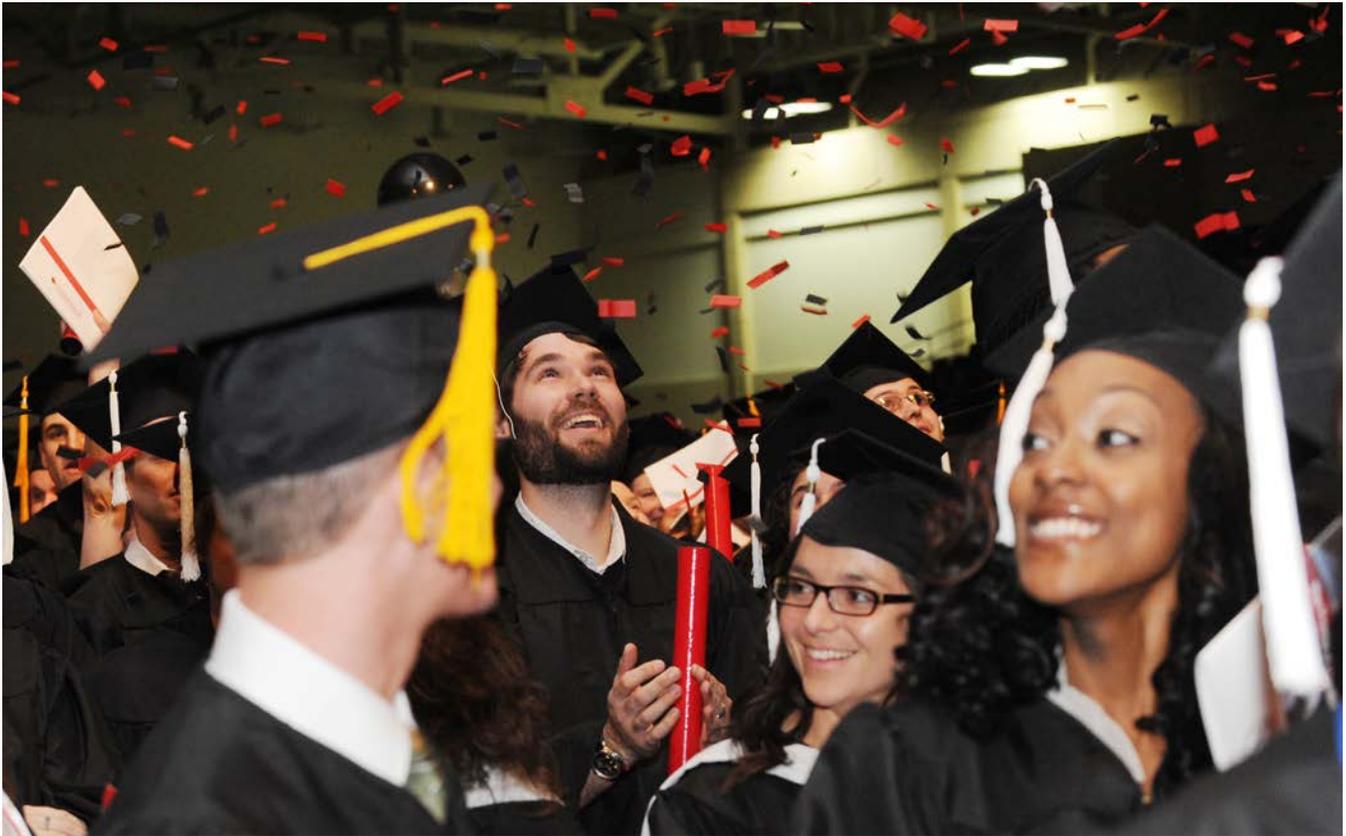
### FOR THE STATE:

- **Kentucky invested about \$544 million in the class of 2010 through direct appropriations to public colleges and universities.** Most of the state's investment in public higher education is direct funding to colleges and universities for operational expenses (called net General Fund appropriations). On a per student basis, this amount averaged from about \$6,600 to \$7,000 for the cohort. In 2018, net General Fund per FTE student had fallen to \$5,941.
- **Kentucky invested about \$86 million in the class of 2010 through state financial aid programs by virtue of Kentucky lottery proceeds.** Kentucky is a high-aid state due to the success of its lottery program. KEES, a merit-based scholarship, and CAP, a need-based grant, account for 85% of all aid disbursed to students.
- **The state's return on investment for college-goers in the high school class of 2010 is 68 times the initial investment.** The state's total investment for public college-goers in the cohort was \$630M. In return, these students will contribute \$42.8 billion to the economy over a working lifetime (ages 18-64) through taxes and spending.
- **College graduates are much less likely to be unemployed or participate in entitlement programs, resulting in additional savings.** Although difficult to quantify, college-educated residents save the state money through decreased reliance on social welfare programs and unemployment insurance. In 2017, 85% of the individuals who were unemployed or out of the labor force did not have a college credential. People without a college credential accounted for 88% of SNAP recipients, 86% of Medicaid recipients, and 94% of SSI (disability) recipients.

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## RETURN ON INVESTMENT FOR STUDENTS

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This is the story of one cohort of students - the Kentucky high school class of 2010. This report tracks 42,856 students who graduated from a Kentucky high school in 2010 through 2018, the most recent year of data available.

Over half of these students entered an in-state college or university directly from high school. Another 5,000 had enrolled in college by 2018. All in all, 13,576 (32%) completed a postsecondary credential, and 1,709 were still enrolled at the end of eight years.

Of grave concern is the number of students who never went to college (13,831) or left college without a credential (13,740).

Almost two-thirds of the cohort (64%) had earned only a high school diploma by the end of 2018. This is not good news for Kentucky's long-term economic prospects. On average, these students earn less money and are significantly more likely to be unemployed or receiving government assistance. Of the individuals who received

unemployment benefits in 2017, 85% did not have a college credential.

The students who did earn a postsecondary degree were making significantly more money than high school graduates at the end of eight years - about \$12,000 more for a

bachelor's degree and \$8,000 more for an associate degree. These differences grow even more pronounced over time, as degree holders are more likely to be promoted to managerial or leadership positions within their organizations.

Salary estimates from the American Community Survey show that over an entire career, bachelor's degree holders in Kentucky earn \$1.2 million

more than high school graduates, and associate degree holders earn \$422,000 more. This more than offsets their investment in the degree, even when lost earning potential is taken into account. A bachelor's degree graduate will make 26 times the investment, while an associate degree graduate will make 40 times the investment.

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***This is the story of one cohort of students - the Kentucky high school class of 2010.***

**KENTUCKY'S  
HIGH  
SCHOOL  
GRADUATING  
CLASS OF 2010**

**CLASS SIZE:**  
**42,856**

**AVERAGE GPA:**  
**2.84**

**AVERAGE ACT:**  
**19.4**

English: **18.9**  
Math: **19.1**  
Reading: **19.7**  
Science: **19.5**

**ATTENDED KY  
COLLEGE  
DIRECTLY FROM  
HIGH SCHOOL:**

**24,056**  
**(56%)**

**ATTENDED  
COLLEGE WITHIN  
8 YEARS:**

**29,025**  
**(68%)**

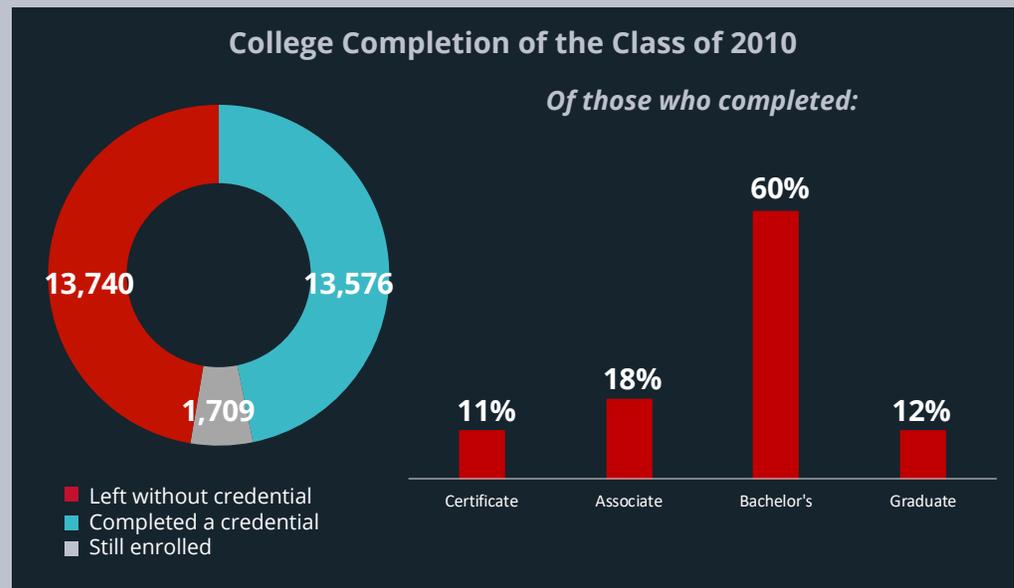
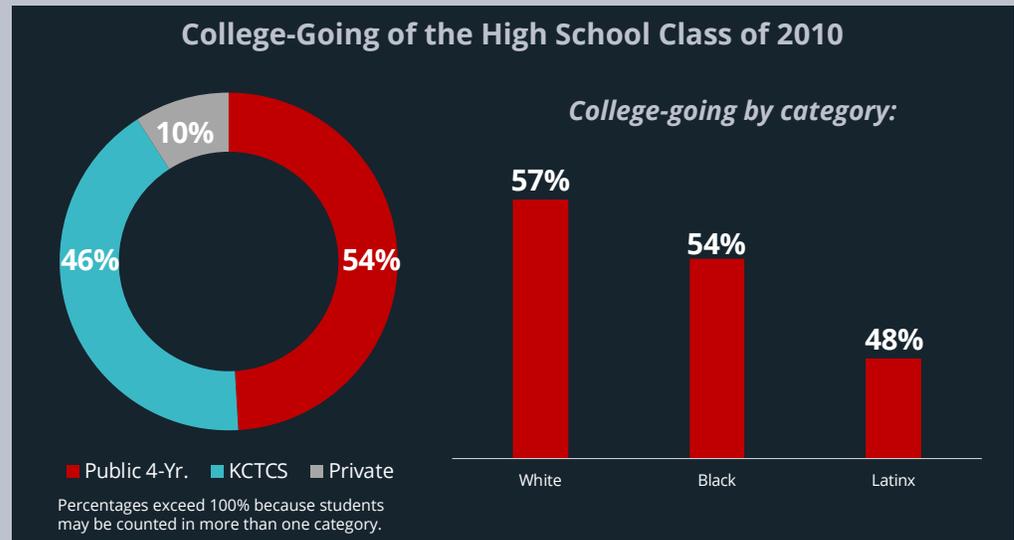
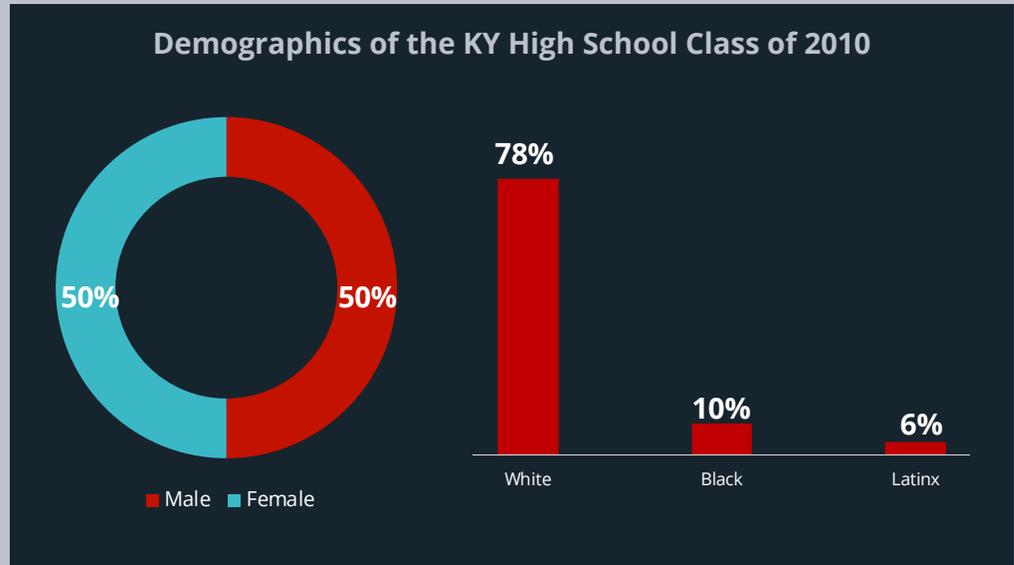
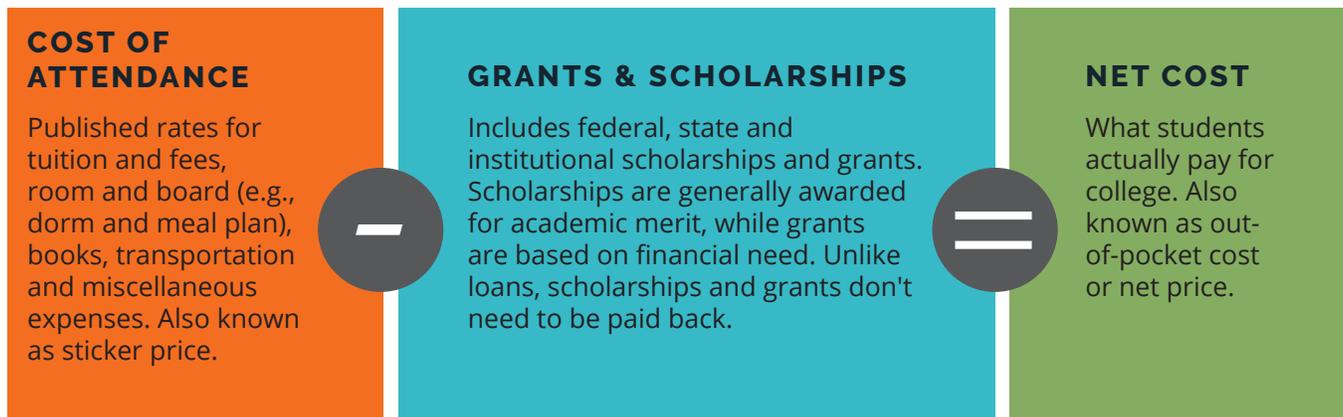


FIGURE 1. **TOTAL NET COST FOR THE CLASS OF 2010 (FROM ENTRY TO 2018)**

**KEY TAKEAWAY: The total out-of-pocket cost of a public postsecondary credential was significantly lower than the published price.**

Credential Level	Median Years to Degree	TOTAL (2010-2018)			
		Median Cost of Attendance	Median Grants & Scholarships	Net (Out-of-Pocket) Cost	Percent Funded by Aid
Certificate/Diploma	2	\$21,039	\$5,645	\$15,394	27%
Associate	4	\$44,881	\$14,022	\$30,859	31%
Bachelor's	5	\$79,217	\$23,799	\$55,418	30%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)



Many students and families overestimate the cost of a public postsecondary credential in Kentucky. This is partly due to the federal methodology higher education institutions use to determine total cost of attendance, or their published sticker price. Cost of attendance includes both direct costs, like tuition and fees, as well as indirect costs, like housing, food and transportation to and from campus. **Most indirect costs are within a student's control and can be significantly less than the college estimates.** For example, students can reduce indirect costs by living at home, renting textbooks or buying used ones, or, if they live on campus, purchasing a less expensive meal plan or traveling home less frequently. The amounts in the table above represent the average cost of attendance at KCTCS and public universities based on the federal calculation.

Additionally, students and families often fail to take financial aid into account. The grants and scholarships column (in blue) shows the median aid amount students in the high school class of 2010 received; this is money that does not need to be paid back. The amount received from federal and state grants and scholarships covered about a third of the total cost. Grants and scholarships brought the total cost of a certificate or diploma down to \$15,394, an associate degree down to \$30,859, and a bachelor's degree down to \$55,418. **Nearly all degree graduates in the cohort (98%) received some amount of financial aid.**

Another factor driving total cost is time to degree. The median time to degree for the class of 2010 was 2 years for a certificate/diploma, 4 years for an associate degree, and 5 years for a bachelor's degree. Completing a credential in less time is one of the best ways to lower out-of-pocket costs.

FIGURE 2. **TOTAL NET COST, BY CREDENTIAL & DISCIPLINE**

**KEY TAKEAWAY: About a third of the total cost of most public postsecondary credentials was covered by grants and scholarships.**

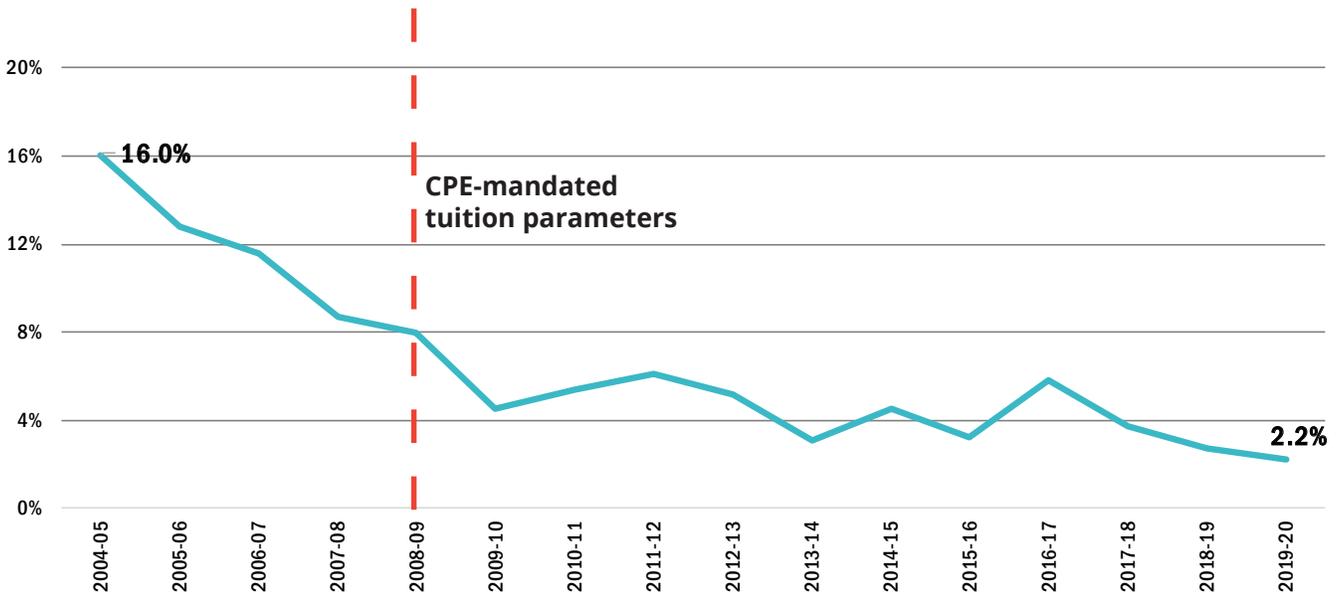
		Certificate/Diploma				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Business	4	\$36,858	\$8,626	\$28,232	23%	
Health	2	\$19,934	\$5,509	\$14,425	28%	
STEM	3.25	\$22,321	\$6,159	\$16,162	28%	
Social Sciences	2	\$28,360	\$8,383	\$19,977	30%	
Trades	2	\$17,629	\$5,023	\$12,606	28%	
		Associate				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Arts/Hum.	4	\$43,812	\$13,909	\$29,903	32%	
Business	4	\$44,881	\$14,296	\$30,585	32%	
Health	5	\$53,239	\$16,217	\$37,022	30%	
Social Sciences	5	\$56,720	\$22,931	\$33,789	40%	
STEM	4	\$33,661	\$11,359	\$22,302	34%	
Trades	3.5	\$33,731	\$9,331	\$24,400	28%	
		Bachelor's				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Arts/Hum.	5	\$82,227	\$27,618	\$54,609	34%	
Business	4.5	\$77,694	\$17,970	\$59,724	23%	
Education	4.5	\$83,208	\$22,469	\$60,739	27%	
Health	5	\$78,274	\$25,435	\$52,839	32%	
Social Sciences	4.5	\$83,402	\$25,074	\$58,328	30%	
STEM	4.5	\$74,954	\$27,265	\$47,689	36%	
Trades	4.5	\$74,806	\$20,775	\$54,031	28%	

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)

These graphs provide a more granular look at total net cost by credential and discipline. Grants and scholarships subsidized a sizable portion of the total cost, from a low of 23% for a certificate in business to a high of 40% for an associate degree in the social sciences. There is less variance in total net cost at the bachelor's degree level than at the associate level and below. Dollar amounts for arts/humanities and education at the certificate/diploma level, as well as education at the associate level, were suppressed due to small sample sizes.

FIGURE 3. **ANNUAL TUITION & FEE INCREASES AT PUBLIC INSTITUTIONS**

**KEY TAKEAWAY:** Tuition and fee increases at Kentucky's public institutions are at their lowest point in 15 years.

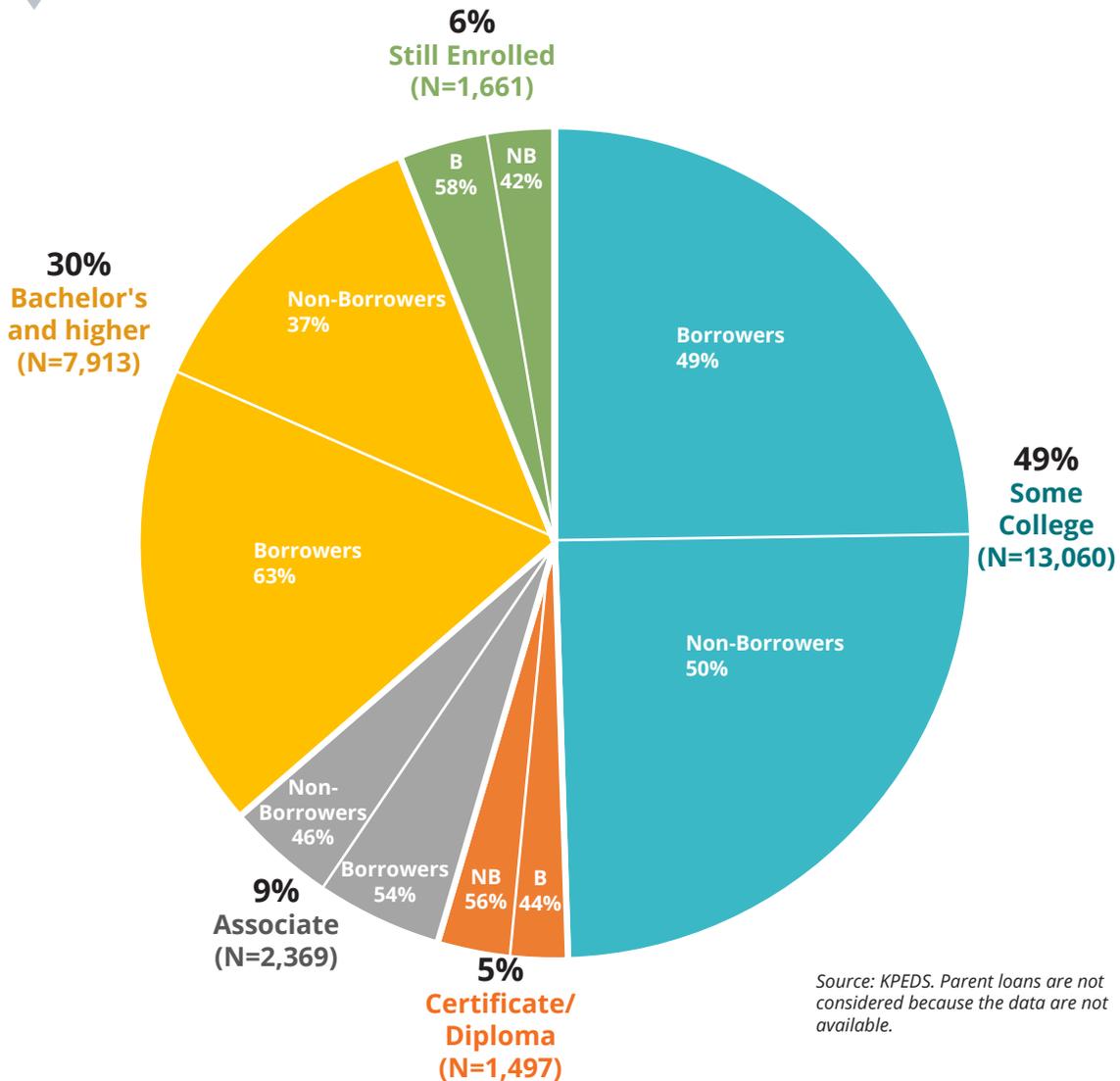


Source: Kentucky Council on Postsecondary Education

There is a perception that college costs are skyrocketing, with double or triple-digit tuition increases each year. In truth, tuition increases have moderated over the last several years. In 2008-09, the Council on Postsecondary Education began setting tuition ceilings for KCTCS and public universities. Following this change, tuition increases slowed dramatically and are now in line with inflation. In the current academic year, tuition and fees rose just 2.2%, the lowest increase in 15 years.

FIGURE 4. **BORROWERS IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)**

**KEY TAKEAWAY: 41% of students in the cohort attending a public college or university did not borrow loans to finance their education.**

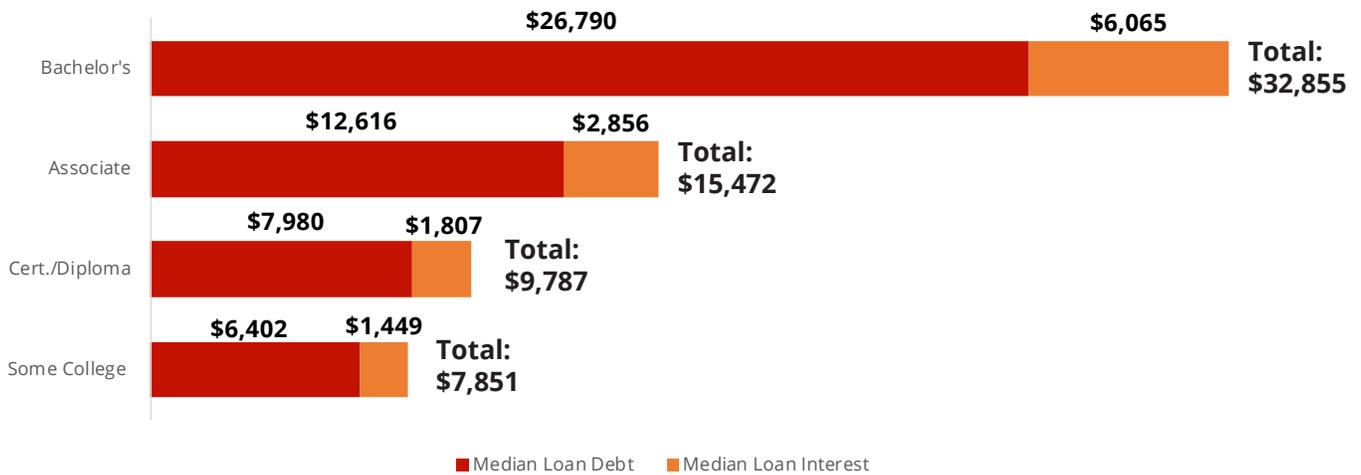


Although we hear a lot about rising student loan debt in the media, not everyone borrows to finance their education. Among the class of 2010, 56% of certificate/diploma earners (838 students), 46% of associate degree earners (1,090 students) and 37% of bachelor's or graduate degree earners (2,928 students) at a public college or university accrued zero loan debt over the course of their studies. This means 4,856 of the 11,779 students in the cohort who earned a degree at a public institution (41%) did not borrow any student loans during the course of their studies.

A concern is the 6,529 students who borrowed for college and left before completing a degree. These students are much more likely to default on their loans. Although it seems counterintuitive, students with less than \$5,000 of loan debt are more likely to default than students who owe upwards of \$20,000. This is because students with higher loan debt usually complete a bachelor's degree or higher, earn higher salaries, and are better able to afford their payments.

**FIGURE 5. MEDIAN LOAN DEBT & INTEREST FOR THE CLASS OF 2010 (FROM ENTRY TO 2018, ATTENDING PUBLIC UNIVERSITIES ONLY)**

**KEY TAKEAWAY:** The median student loan amount was comparable to an auto loan, except a credential, unlike a car, appreciates in value.

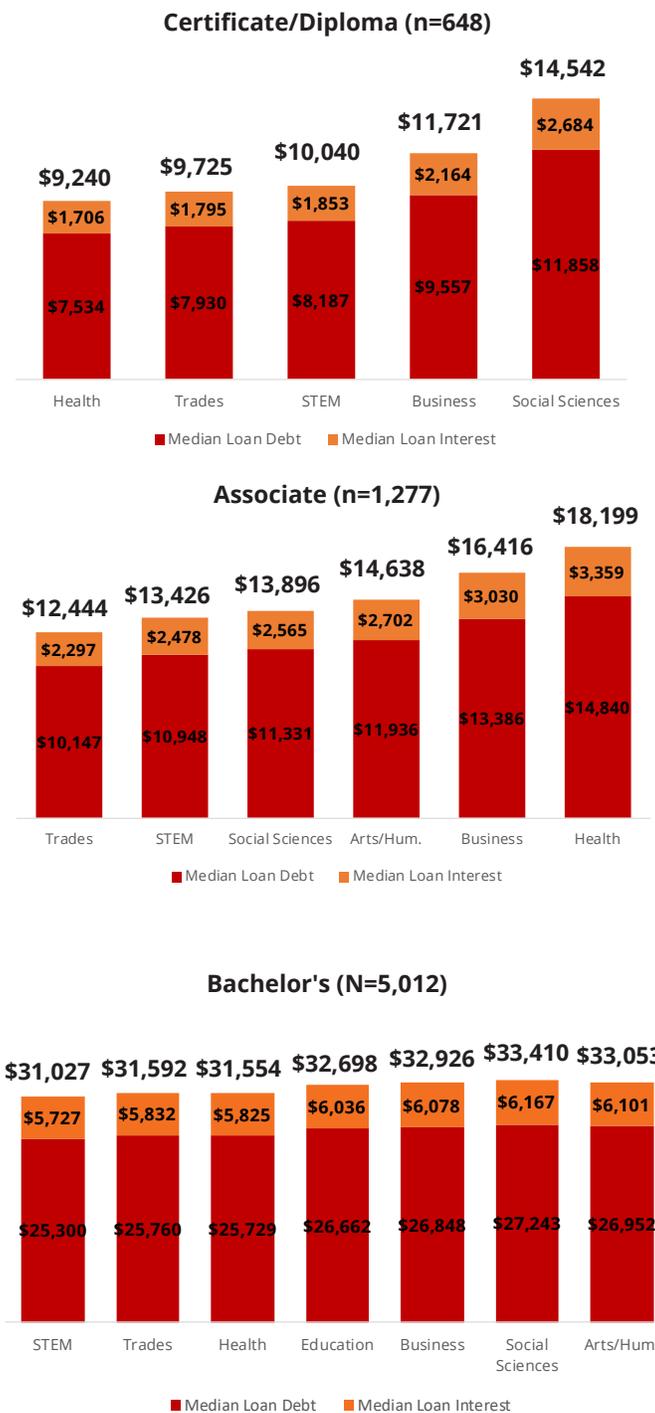


Source: KPEDS and U.S. Department of Education Repayment Calculator

Anecdotes about students with \$100,000 or more in student loan debt do not reflect the typical undergraduate experience at an in-state public institution. The median loan debt accrued by an associate degree holder in the class of 2010 was comparable to the price of a new economy car (a 2019 Ford Fiesta lists for about \$15,000). The typical bachelor's degree holder owed just over \$30,000, about the price of a new Ford Explorer. Unlike a car, which depreciates over time, a college credential appreciates in value.

In this calculation, interest was estimated using a federal financial aid calculator based on a standard repayment plan with fixed monthly rates for a period of 10 years (nationally, just under half of students choose this option). These dollar amounts reflect the median of borrowers only (8,036 students), not all students in the cohort who earned a credential (13,576). Loan amounts were calculated for borrowers attending public postsecondary institutions only, since financial aid files for private institutions were not available.

FIGURE 6. **MEDIAN LOAN DEBT & INTEREST, BY CREDENTIAL & DISCIPLINE**

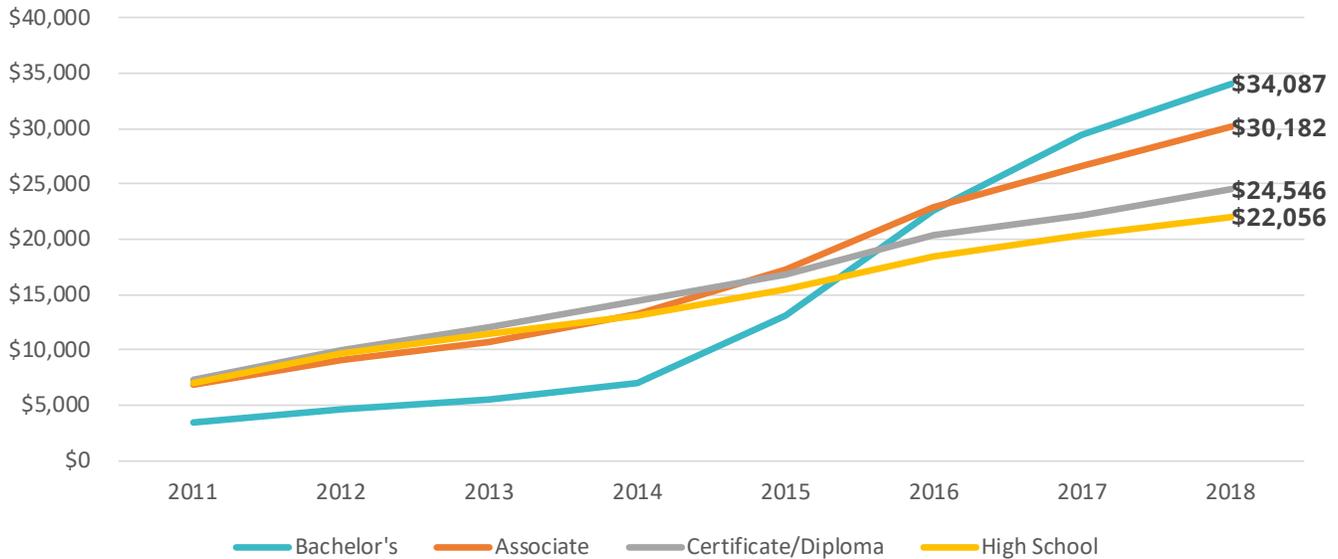


Source: KPEDS and U.S. Department of Education Repayment Calculator

These graphs look at median loan debt and interest by credential and discipline. There is less variance in loan amounts at the bachelor's degree level than at the associate and certificate/diploma level. Differences in loan debt are influenced by the amount of time it takes to earn a degree or certificate in those disciplines; finishing a credential in less time leads to significantly lower debt amounts. Loan amounts for certificates/diplomas in arts/humanities and education, as well as associate degrees in education, were suppressed due to small sample sizes.

FIGURE 7. **MEDIAN ANNUAL EARNINGS OF THE CLASS OF 2010 (2011-18)**

**Key Takeaway: Bachelor's degree graduates earned \$12,000 more annually than high school graduates in 2018, despite having less full-time work experience. Associate degree graduates earned \$8,000 more.**



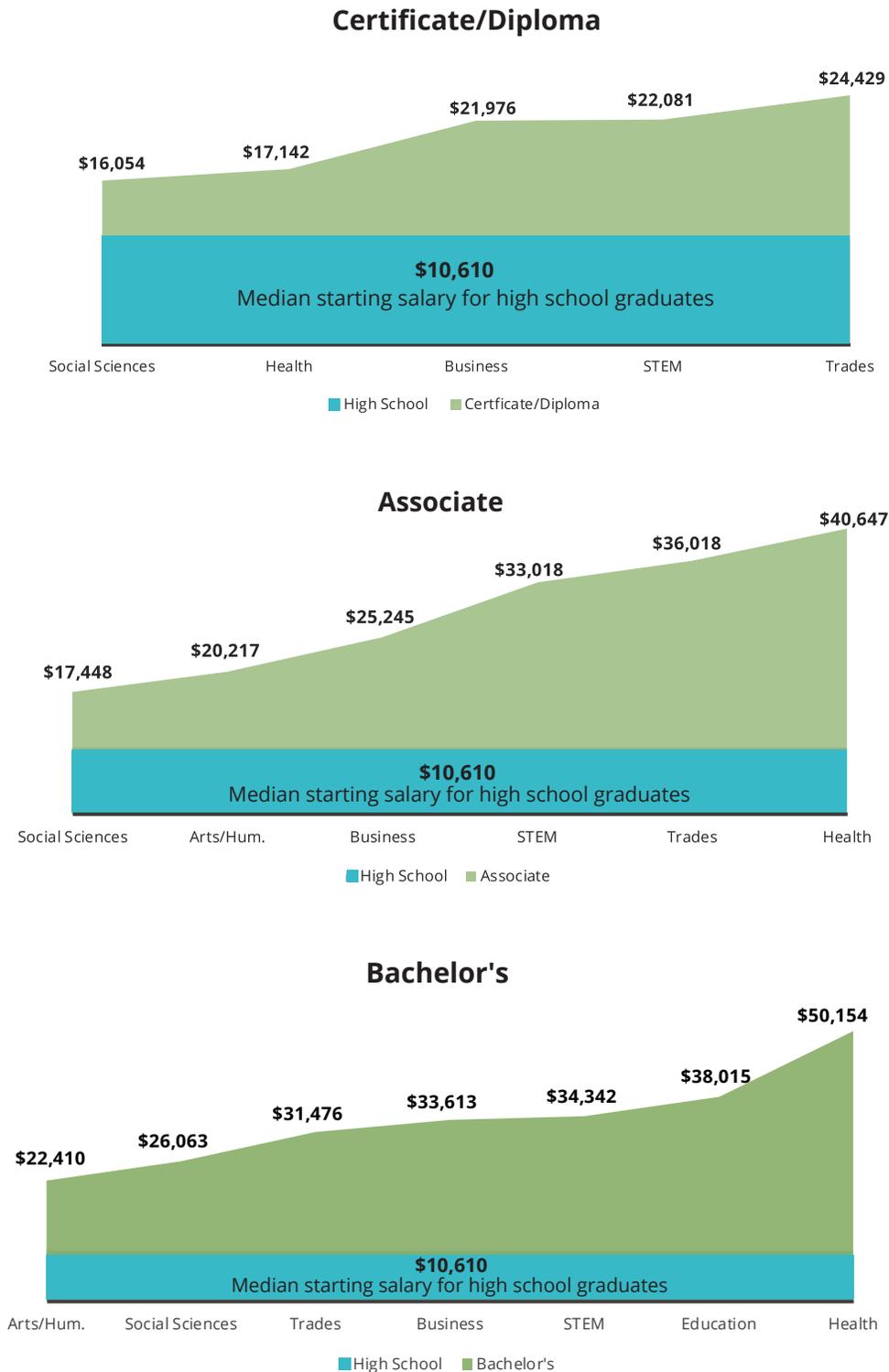
Source: KYSTATS & Unemployment Insurance Data

Initially, high school graduates in the cohort worked and earned more than associate and bachelor's degree seekers. (Certificate/diploma seekers earned more than high school graduates in every year of the study.) However, once degree graduates began entering the workforce (from the middle of 2015 on), their earnings surpassed those of high school graduates. By the end of 2018, bachelor's degree graduates were earning \$12,000 more annually than high school graduates, and associate degree graduates were earning \$8,000 more.

This comparison actually understates the earning power of a college degree, because it compares the entry-level salaries of college completers to a high school graduate's salary after eight years of experience. Looking at the median entry-level salary at each credential level provides a more "apples to apples" comparison. Figure 8 compares starting salaries (defined as two years after earning the credential) by level and discipline, in 2018 constant dollars.

This study ends in 2018, but Census data show that college graduates experience greater income growth over the course of their careers. Thus, these wage differentials will grow even more pronounced over time.

**FIGURE 8. MEDIAN ENTRY-LEVEL EARNINGS (TWO YEARS AFTER COMPLETION), BY CREDENTIAL & DISCIPLINE**



Source: KYSTATS & Unemployment Insurance Data

These graphs compare median starting salaries for the class of 2010 by discipline, defined as two years after receiving a credential. All salaries have been adjusted for inflation and are in 2018 constant dollars. In general, individuals majoring in health, STEM, and trades earned higher starting salaries than individuals majoring in the arts and humanities and social sciences, although numerous national studies have shown these differences narrow over time. Amounts for education at the certificate/diploma and associate level, as well as health at the certificate/diploma level, were redacted due to small sample sizes.

**FIGURE 9. MEDIAN OPPORTUNITY COST OF GOING TO COLLEGE (IN LOST WAGES)**

Education Level	2011		2012		2013		2014		2015		2016		Total Opp. Cost
	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	
H.S.	\$6,959		\$9,703		\$11,522		\$13,079		\$15,496		\$18,496		\$0
Cert./Dip.	\$7,245	\$286	\$9,944	\$241	\$12,055	\$533	\$14,424	\$1,345	\$16,740	\$1,244	\$20,313	\$1,817	\$0
Associate	\$6,894	-\$65	\$9,037	-\$666	\$10,686	-\$836	\$13,239	\$160	\$17,288	\$1,792	\$22,884	\$4,388	\$1,567
Bachelor's	\$3,423	-\$3,536	\$4,590	-\$5,113	\$5,530	-\$5,992	\$6,978	-\$6,101	\$13,051	-\$2,445	\$22,601	\$4,105	\$23,187

Source: KYSTATS & Unemployment Insurance Data

For the purposes of this report, opportunity cost is the amount of money students could have earned had they worked full-time instead of going to college (lost earnings potential while enrolled in college). Figure 9 compares the median annual salary at each credential level against the median annual salary of high school graduates in the cohort. The difference is expressed as either a negative (in red) or positive (in green) number. To arrive at the total opportunity cost, all negative amounts are totaled. (Wage differentials for 2017 and 2018 were excluded because they didn't contribute to the total opportunity cost.) The opportunity cost for a degree at KCTCS was negligible (\$1,567). For a bachelor's degree, it was \$23,187, less than the entry-level salary for that group. The median wage for certificate and diploma seekers in the cohort was higher in every year of the study, suggesting that students seeking these credentials were working full-time in more skilled occupations even while enrolled.

There are several surprising facts this table highlights. First, the median annual salary for high school graduates in the class of 2010 was under \$20,000 for all but two years of the study (2017 and 2018), not much higher than the poverty level for a family of four. There may be some high school graduates who are earning more, but they are the exception, not the rule. Second, as a whole, college students in the cohort were earning money even during their college years. Even bachelor's degree seekers, who are more likely to attend full-time, earned between \$3,423 and \$6,978 while enrolled.

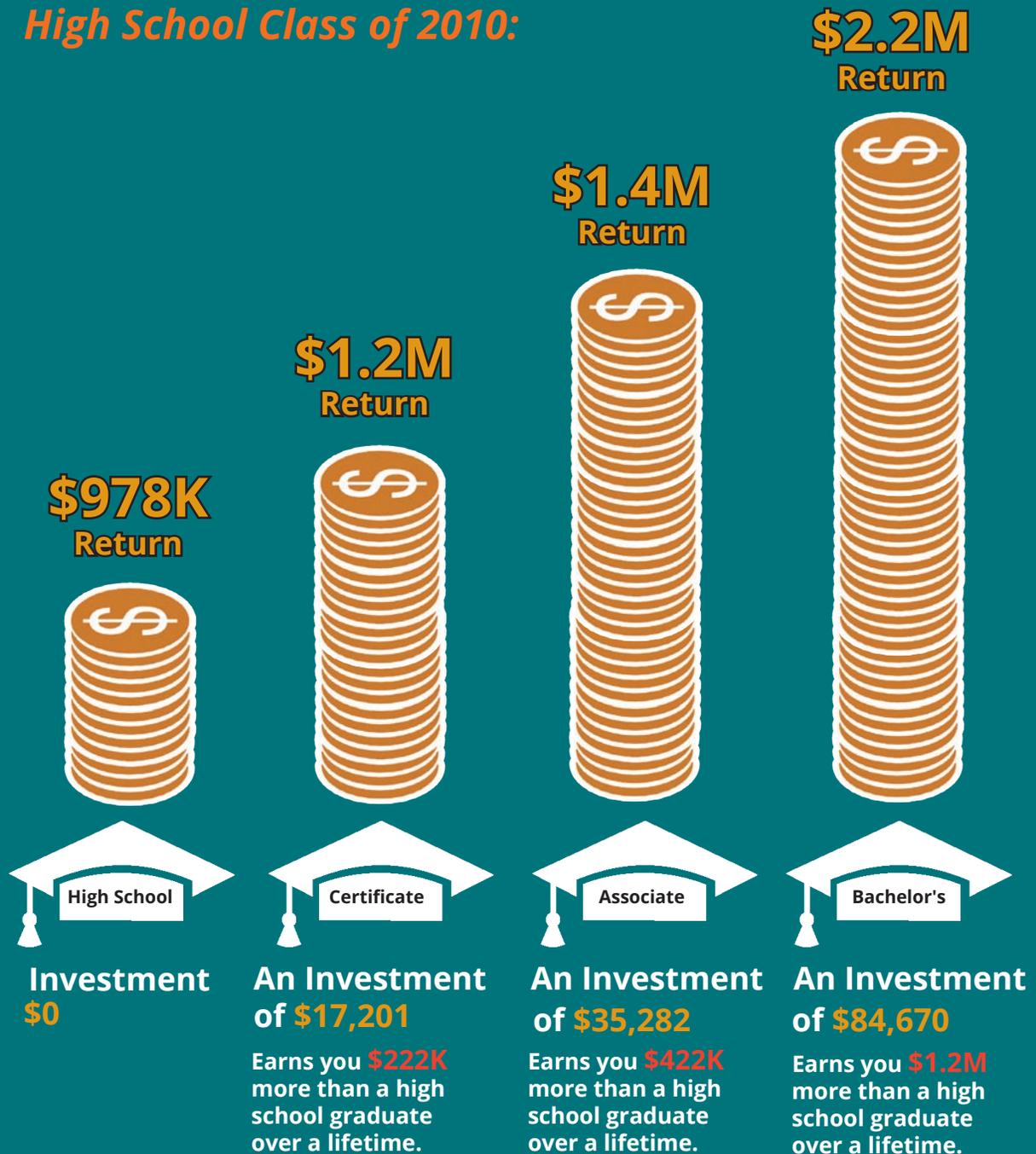
**FIGURE 10. MEDIAN TOTAL COLLEGE INVESTMENT**

Credential Level	THE MEDIAN INVESTMENT (2010-2018)			
	Total Net Cost	Opportunity Cost (Lost Earnings)	Student Loan Interest	Total Investment
Certificate/Diploma	\$15,394	\$0	\$1,807	\$17,201
Associate	\$30,859	\$1,567	\$2,856	\$35,282
Bachelor's	\$55,418	\$23,187	\$6,065	\$84,670

A true investment amount takes into account total out-of-pocket (net) cost as well as the income lost as a result of going to school (opportunity cost). Figure 10 sums the total net and opportunity cost and loan interest at each credential level to arrive at a total median investment for the cohort from 2010-18. Figure 11 (next page) uses Census data to project the median lifetime earnings for Kentuckians at each credential level, which illustrates a student's return on investment over a working lifetime (ages 18-64).

FIGURE 11. **AVERAGE RETURN ON INVESTMENT OVER A LIFETIME**

*For a Student in the  
High School Class of 2010:*



*Investment includes net cost of college, loan interest, and opportunity cost (lost wages while in college)*

Source: Salary estimates are from the 2017 American Community Survey (ACS), 1-Year Kentucky Public Use Microdata Sample (PUMS). ACS does not include salary data for certificate holders, so data for "some college" was substituted.

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## RETURN ON INVESTMENT FOR THE STATE

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While the previous section dealt with higher education's return on investment for individual students, this section explores the state's return on public higher education expenditures - more specifically, the funding allocated to state financial aid programs and public colleges and universities (General Fund appropriations).

Since 2010, the state has reduced General Fund appropriations for public colleges and universities by 18%, forcing institutions to cut costs and raise revenue. Over time, these reductions have shifted more of the financial responsibility for college onto students and their families. As a result, our public institutions have become less affordable.

However, investments in public higher education more than pay for themselves. Kentucky invested about \$544 million in the cohort through state General Fund appropriations, and another \$86 million in financial aid, which is funded by lottery proceeds.

In exchange for this \$630 million investment, the Kentucky high school class of 2010 will contribute nearly \$43 billion to the state economy through taxes and spending over a lifetime. That's 68 times the initial investment. For every \$41,000 the state invests in a bachelor's degree graduate, \$1.7 million is returned to the economy - 42 times the initial investment.

“

***For every \$41,000 the state invests in a bachelor's degree graduate, \$1.7 million is returned to the economy.***

Additionally, college graduates are much less likely to receive unemployment insurance or participate in entitlement programs. In 2017, 85% of the individuals who were unemployed or out of the labor force did not have a college credential. People without a college credential accounted for 88% of SNAP recipients, 86% of Medicaid recipients, and 94% of SSI (disability) recipients.

Expanding access to higher education and providing supports to increase graduation rates not only expands opportunity for residents, it strengthens the state's workforce. Increasing education funding is one of the most solid investments we can make in the economic well-being of the Commonwealth.

**FIGURE 12. NET GENERAL FUND INVESTMENT IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)**

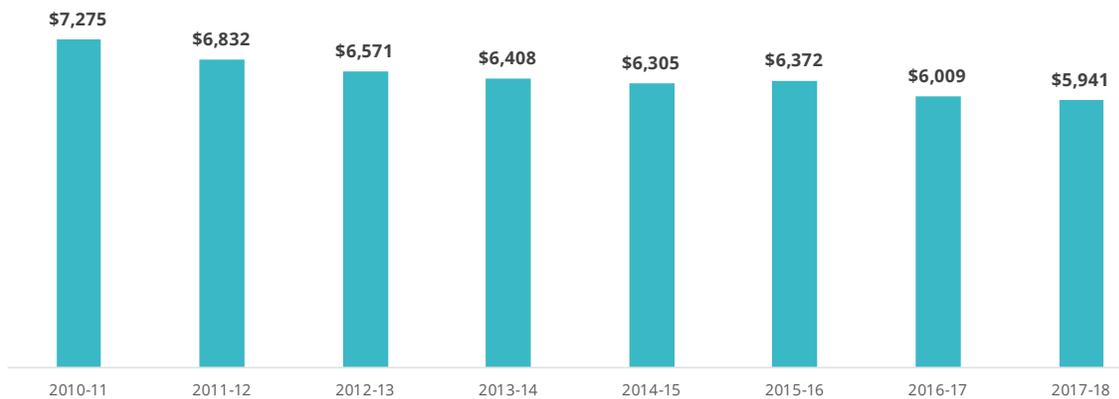
**Key Takeaway: The state of Kentucky invested \$544 million in the cohort through direct appropriations to public institutions.**

High School Class of 2010 (2010-18)					
Credential Level	Average Net GF Appropriation per FTE Student	Median Time to Degree	Total Net GF Appropriation per FTE Student	Number of Students in the Cohort	Total Net GF Investment in the Cohort, by Level
Some College	\$7,054	2	\$14,108	13,060	\$184M
Certificate/Diploma	\$7,054	2	\$14,108	1,497	\$21M
Associate	\$6,772	4	\$27,088	2,369	\$64M
Bachelor's	\$6,678	5	\$33,390	6,768	\$226M
Graduate	\$6,580	6.5	\$42,770	1,145	\$49M
					<b>\$544M</b>

The net General Fund appropriation per full-time equivalent student is the standard method used to estimate the state's per student funding for public higher education institutions. The calculation takes into account all students enrolled at KCTCS and the public universities in the fall semester of a given year, weighted by the number of credit hours they are taking. Net General Fund appropriations help defray public institutions' operating expenses and keep tuition increases to a minimum. The graph below shows that Kentucky has reduced per-student funding to public higher institutions 18% since 2010.

For this report, we averaged annual net General Fund appropriations per FTE student for the median years it took students to complete a credential at each education level. Then we multiplied that amount by the median time to degree and the number of students in the cohort (public institutions only) to arrive at a total General Fund investment for the high school class of 2010.

**Net General Fund Appropriation per FTE Student, 2010-2018**



Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index. Net General Fund appropriations do not include state financial aid or state monies allocated for debt service and mandated programs.

**FIGURE 13. STATE FINANCIAL AID INVESTMENT IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)**

**Key Takeaway: The state of Kentucky invested \$86 million in the cohort attending public institutions through state financial aid (CAP & KEES).**

High School Class of 2010 (2010-2018)			
Credential Level	Number of Students in Cohort	Avg. CAP & KEES Disbursement per Student	Total State CAP & KEES Investment
Some College	13,060	\$1,195	\$15.6M
Certificate/Diploma	1,497	\$1,494	\$2.2M
Associate	2,369	\$3,494	\$8.3M
Bachelor's	6,768	\$7,381	\$50M
Graduate	1,145	\$8,567	\$9.8M
			<b>\$86M</b>

Source: Kentucky Higher Education Assistance Authority and KPEDS

Figure 13 estimates the state's total financial aid investment in the cohort (students attending public institutions only) through its two largest programs - CAP (College Access Program, based on need) and KEES (Kentucky Educational Excellence Scholarship, based on academic merit). Since CAP and KEES account for 85% of all state aid programs, other programs were not considered in this calculation for simplicity's sake. Students who attended private colleges and universities were not included because financial aid files for AIKCU institutions were not available.

**FIGURE 14. TOTAL STATE HIGHER EDUCATION INVESTMENT IN THE CLASS OF 2010**

**Key Takeaway: The state invested a total of \$630M in the class of 2010 through net General Fund appropriations and financial aid.**

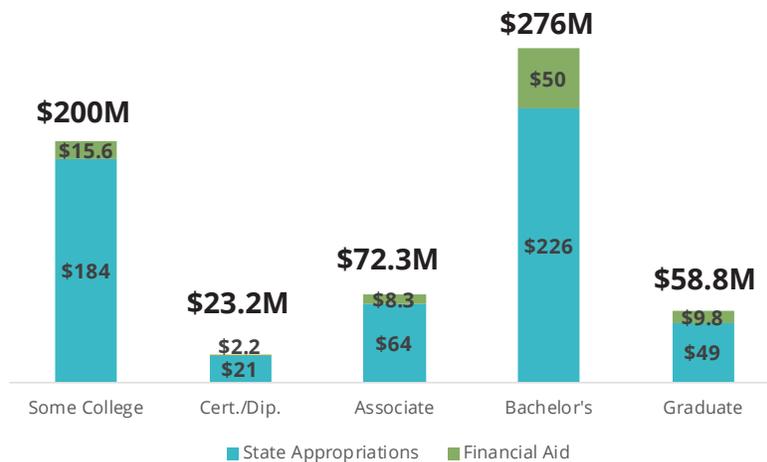
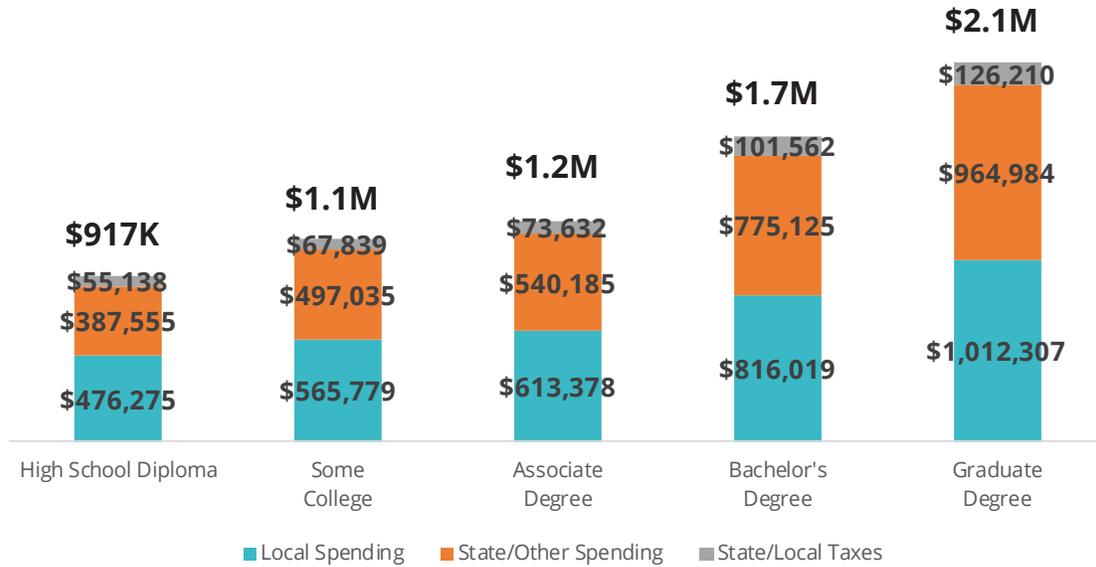


Figure 14 adds expenditures from Figures 12 and 13 to arrive at a total investment amount. Note that the \$9.8 million in state financial aid for graduate students was actually disbursed when these students were undergraduates.

FIGURE 15. **INDIVIDUAL TAXES & SPENDING OVER A LIFETIME BY EDUCATION LEVEL**

**Key Takeaway: A college-educated Kentuckian contributes \$283K to \$1.2M more to the state's economy over a lifetime than a high school graduate through state and local taxes and spending**



Source: Brookings Institution, 2017 Consumer Expenditure Survey Data, and 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.

Using methodology from a Brookings Institution study, we estimated how much more a college graduate contributes to the economy than a high school graduate over a working lifetime (ages 18-64) through state and local taxes and spending. The study assumes that 50% of all consumer spending is local, and the rest is considered state or other. The biggest expenditures in the local category are services (e.g., restaurants, repairmen, fuel, utilities); expenditures like insurance premiums, medical care, and entertainment were classified as state/other spending. Essentially, a Kentuckian with a graduate degree contributes \$1,200,000 more than a high school graduate. A bachelor's degree graduate contributes \$783,000 more, while an associate degree graduate contributes \$283,000 more.

FIGURE 16. **KENTUCKY'S TOTAL RETURN ON INVESTMENT FOR THE CLASS OF 2010**

**Key Takeaway: Kentucky's return on the \$630M expended on the Class of 2010 is \$42.8 billion - 68 times the initial investment.**

The state's \$630M investment in the cohort generates:			
Education Level	State & Local Spending & Taxes	Number of Students	Total Contributed to the Economy
High School	\$917,000	13,831	\$12.7 billion
Some College	\$1,100,000	13,060	\$14.4 billion
Associate	\$1,200,000	1,497	\$1.8 billion
Bachelor's	\$1,700,000	6,768	\$11.5 billion
Graduate	\$2,100,000	1,145	\$2.4 billion
			<b>42.8 billion</b>

Figure 16 multiplies the amount of revenue generated by an individual at a specific level of education over a lifetime by the number of students in the cohort with the requisite credential to arrive at the cohort's total contribution to the state's economy through taxes and spending.

Looking at these calculations, it becomes apparent how increasing Kentucky's educational attainment could dramatically affect the state's ROI.

FIGURE 17. AVERAGE PER-STUDENT RETURN ON INVESTMENT

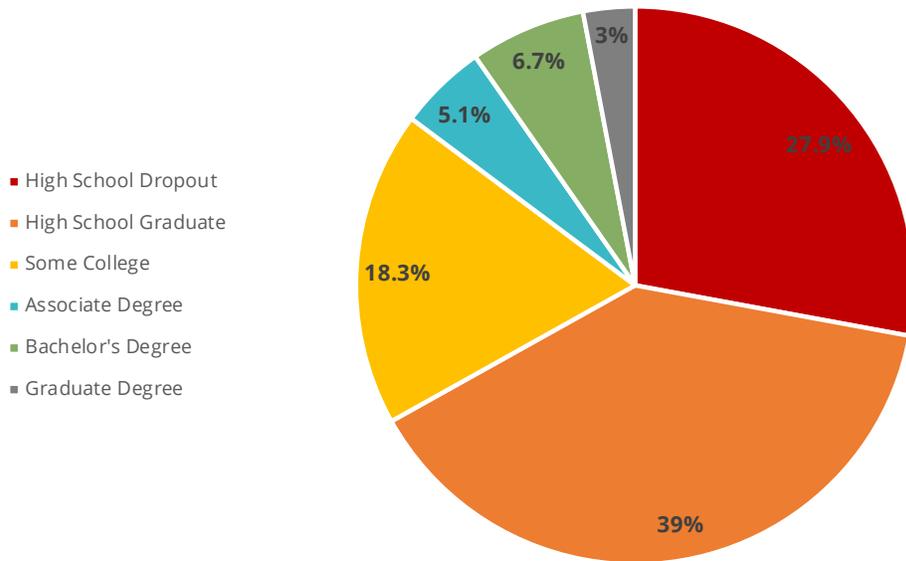
*For the State:*



Source: Same as Figures 12 - 15.

**FIGURE 18. KENTUCKIANS OUT OF THE LABOR FORCE OR UNEMPLOYED IN 2017, BY EDUCATION LEVEL**

**Key Takeaway: 85% of individuals who were unemployed or out of the workforce in 2017 did not have a college credential.**



*Source: 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.*

Kentucky's workforce participation rate is 59%, ranking us in the bottom 10 states in the nation. While this is partly due to the sizable percentage of retirement-aged individuals in Kentucky, it is also a function of worker displacement and the need for additional education and training.

In 2017, 85% of individuals who were unemployed or out of the labor force did not have a college credential. High school graduates comprised 39% of people not working, followed by high school dropouts at 27.9% and individuals with some college but no degree at 18.3%.

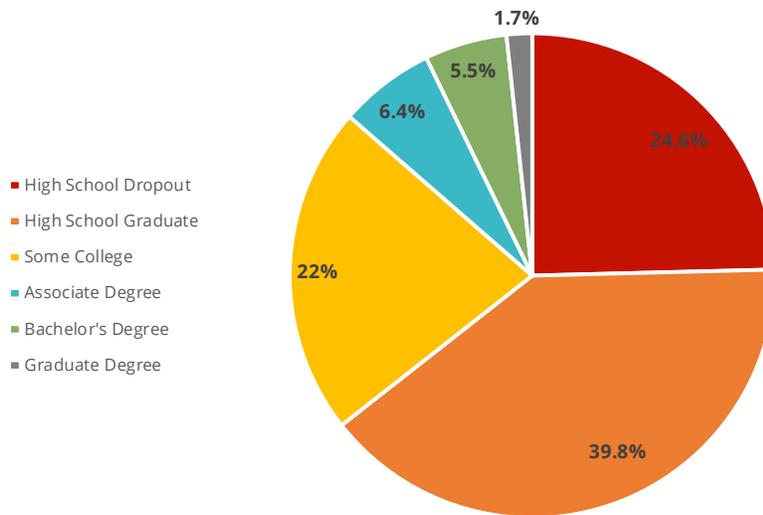
Increasing Kentucky's education levels would likely boost workforce participation rates, a major factor in a company's decision to locate to the state. Additionally, because college graduates earn higher salaries, spending and tax revenue also would increase.

Figure 19 shows participation in entitlement programs by education level. Similar to Figure 18, individuals without a college credential comprised 86% of Medicaid recipients, 88% of SNAP (Supplemental Nutrition Assistance Program) recipients, and 94% of SSI (disability) recipients. Reducing the number of participants would lower costs for the state, although that amount is difficult to quantify, since much of these program costs are paid for by the Federal government.

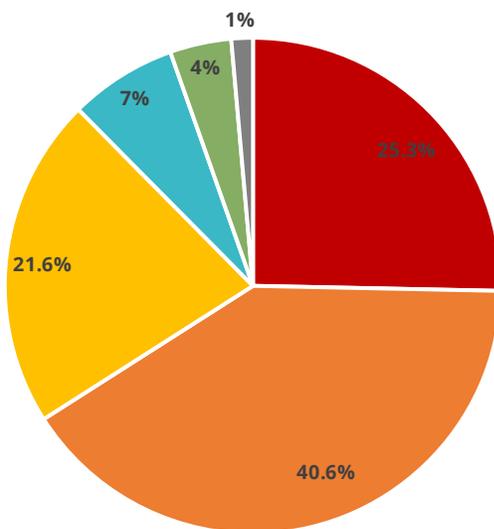
**FIGURE 19. PARTICIPATION IN STATE ENTITLEMENT PROGRAMS IN 2017, BY EDUCATION LEVEL**

**Key Takeaway: People without a college credential accounted for 86% of Medicaid recipients, 88% of SNAP recipients, and 94% of SSI (disability) recipients.**

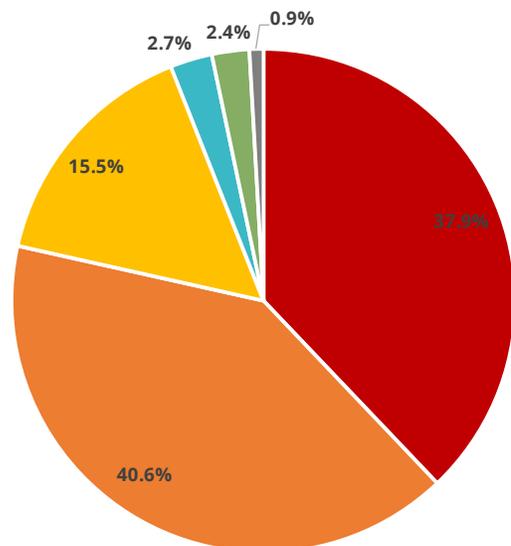
**KY MEDICAID RECIPIENTS**



**KY SNAP RECIPIENTS**



**KY SSI (DISABILITY) RECIPIENTS**



Source: 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.

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## TECHNICAL NOTES

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### The Cohort

This analysis focuses on Kentucky public high school graduates in 2010 (N = 42,856). Enrollment and degree data are not available for students who attended out-of-state postsecondary institutions, so they are assumed to be high school graduates for purposes of this study.

#### 2010 Kentucky Public High School Graduates (N = 42,856)

- High School Only (no postsecondary education), n = 13,831
- Some College, n = 13,740
- No Degree, Still Enrolled, n = 1,709
- Certificate/Diploma Earners, n = 1,497
  - 1-2 year Diploma Earners, n = 60
  - 1-2 year Certificate Earners, n = 620
  - Less than 1 year Certificate Earners, n = 848
- Associate Degree Earners, n = 2,422
- Bachelor's Degree Earners, n = 8,095
- Graduate Degree Earners, n = 1,562
  - Master Degree Earners, n = 1,240
  - Doctorate/Professional Degree Earners, n = 322

Students who attended and/or earned a credential/degree from the 18 independent institutions belonging to the Association of Independent Kentucky Colleges and Universities (AIKCU) are included in enrollment and degree numbers. However, financial aid data for students attending these schools are not collected by the Council on Postsecondary Education (CPE), so they are excluded in calculations of median financial aid and student loan debt.

A second cohort of analysis is students who enrolled or received a postsecondary credential from a public four- or two-year institution.

#### 2010 Kentucky Public High School Graduates, Public College-Goers Only (N = 40,331)

- High School Only (no postsecondary education), n = 13,831
- Some College, n = 13,060
- No Degree, Still Enrolled, n = 1,661
- Certificate/Diploma Earners, n = 1,497
  - 1-2 year Diploma Earners, n = 60
  - 1-2 year Certificate Earners, n = 620
  - Less than 1 year Certificate Earners, n = 848
- Associate Degree Earners, n = 2,369
- Bachelor's and Graduate Degree Earners, n = 7,913

The remaining 2,525 students in the Class of 2010 may be categorized as: 1) enrolled or graduated from an AIKCU institution with no public postsecondary enrollment (N = 2,424) and, 2) received a degree from a public graduate school with no Kentucky undergraduate enrollment (N = 101).

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There are two additional meaningful cohorts: 1) students who had enrollment at a public four- or two-year institution (N = 26,500) and 2) certificate/diploma, associate degree, and bachelor's degree graduates at public four- and two-year institutions (N = 11,779).

## Educational Attainment Level

When this cohort is presented by educational attainment level, students are categorized by their highest credential earned, even if the student was enrolled in a higher credential program at the end of the timeframe for this analysis (2010-18).

- **Associate** – Any 2010 Kentucky public high school graduate who earned an associate degree at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **Bachelor's** – For cost purposes, any 2010 Kentucky public high school graduate who earned a bachelor's degree at a Kentucky public or AIKCU institution or a higher-level degree before 2018. For earnings purposes, any 2010 Kentucky public high school graduate who earned a bachelor's degree at a Kentucky public or AIKCU institution and no higher degree before 2018, which included 23 post-baccalaureate certificate earners.
- **Certificate/Diploma** – Any 2010 Kentucky public high school graduate who earned a certificate/diploma at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **Graduate** - Any 2010 Kentucky public high school graduate who earned a graduate degree at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **High School** – Any 2010 Kentucky public high school graduate who never enrolled in postsecondary education at a Kentucky public or AIKCU institution between high school graduation and 2018. Students who go to school out-of-state and return to Kentucky to work remain in the “high school” cohort. (Historically, about 5% of Kentucky public high school graduates leave the state for postsecondary education. Some of these students do not complete a postsecondary credential and not all return to Kentucky for employment purposes).
- **Some College** – Any 2010 Kentucky public high school graduate who enrolled at a Kentucky public or AIKCU institution before 2018, but was not enrolled in 2018 and did not earn a postsecondary credential.
- **No Degree, Still Enrolled** – Any 2010 Kentucky public high school graduate who was enrolled in 2018 at a Kentucky public or AIKCU institution and had not earned a postsecondary credential.

## Figure 1. Total Net Cost for the Class of 2010 (from Entry to 2018)

**Median Time to Degree** – the actual number of years that elapsed between the time the student first enrolled until the credential/degree was awarded. If the student stopped out, the stop-out time is included in the time to degree. The spring semester was considered 0.5 years and the summer and/or fall was considered 0.5 years (n = 11,779).

**Total Cost of Attendance** – the median total cost of attendance for each student as reported by each institution's financial aid office for the duration of the student's enrollment (n = 11,779).

**Total Grants and Scholarships** – the median total grants from all sources (i.e., federal, state, and institutional) as reported by each institution's financial aid office for the duration of the student's enrollment (n = 11,779).

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**Total Net (Out-of-Pocket) Cost** – the cost of attendance minus grants and scholarships.

**Total Percent Funded by Aid** – Grants and scholarships divided by total cost of attendance.

## Figure 2. Total Net Cost, By Credential and Discipline

Same as Figure 1. Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

## Figure 3. Annual Tuition and Fee Increases at Public Institutions

**Annual Tuition and Fees Increase** – the unweighted average increase in undergraduate tuition and fees at each public institution from one academic year to the next academic year.

## Figure 4. Borrowers in the High School Class of 2010 (Public Institutions Only)

**Borrower** – a student at a public institution who was disbursed at least one undergraduate loan from any source [i.e., federal need and non-need, institutional, private, commercial, or other (n = 14,433)].

**Non-Borrower** – a student at a public institution who was not disbursed an undergraduate loan from any source [i.e., federal need and non-need, institutional, private, commercial, or other (n = 12,067)].

## Figure 5. Median Loan Debt & Interest for the High School Class of 2010 (From Entry to 2018, Attending Public Universities Only)

**Median Loan Debt** – the median total undergraduate loan debt of all student borrowers (n = 14,434). Parent PLUS loans and any other debit (e.g., credit card) accrued toward postsecondary costs are not included because data were not available.

**Median Loan Interest** – the median total interest was determined by using the U.S. Department of Education Repayment Calculator. The repayment calculator makes assumptions about the repayment period, discretionary income, variable interest rates, and consolidation loans. For purposes of this calculation, the median loan debt of certificate/diploma, associate, and bachelor's degree graduates is the balance, the loan type is unsubsidized, and the interest rate is 4.2% (the average interest rate of subsidized and unsubsidized loans from 2013-14 to 2017-18). The tax filing and marital status is single with zero dependent children nor other dependents. The state of residence is Kentucky and the Adjusted Gross Income entered is the median annual earnings in 2018 by degree level (see Figure 7). The loan interest amounts are based on the standard repayment plan.

## Figure 6. Median Debt & Interest, By Credential & Discipline

Same as Figure 5. Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

---

## Figure 7. Median Annual Earnings of the High School Class of 2010

**Median Annual Earnings** – the median actual earnings for all 2010 Kentucky public high school graduates from 2011-2018, by educational attainment level (n = 25,845), from unemployment insurance (UI) records.

## Figure 8. Median Entry-Level Earnings (Two Years After Completion), By Credential & Discipline

**Two Years after Completion** – two years after the “median time to degree” (same as Figure # 1), assuming the student started in the fall of 2011.

All first and second year earnings in years prior to 2018 (i.e., 2011-2017) are adjusted from current dollars to constant 2018 dollars using the Bureau of Labor Statistics' Inflation Calculator (January is used as the calculation period). Also, if a student earns a credential (e.g., associate degree) and then enrolls in a higher credential program (e.g., bachelor's degree), the first- and second-year earnings are reported for the first credential if the second credential had not yet been earned.

Students who completed in 2018 are excluded because they had no data for first- and second-year earnings. Students who completed in 2017 are excluded in year 2 wages. Postsecondary credential earners who had no earnings data are assumed to be working (e.g., self-employed, out-of-state) and are applied to the average salary for that credential level's area of study (e.g., associate degree earner in health).

Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

## Figure 9. Median Opportunity Cost of Going to College (In Lost Wages)

**Opportunity Cost** – the difference in the median annual earnings of high school graduates and the median annual earnings of certificate/diploma, associate degree, and bachelor's degree earners by federal fiscal year (i.e., 2011 is October 1, 2010 to September 30, 2011).

## Figure 10. Median College Investment

**Total Net Cost** - Same as Figure 1.

**Opportunity Cost (Lost Earnings)** - Same as Figure 9.

**Student Loan Interest** - Same as Figure 5.

**Total Investment** – Total net cost plus opportunity cost plus student loan interest (for simplicity's sake, median loan interest was included in this calculation even if students accrued zero loan debt).

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## Figure 11. Average Return on Investment over a Lifetime (for a Student)

**Lifetime Earnings** – using the 2017 American Community Survey (ACS) 1-year Kentucky Public Use Microdata Sample (PUMS), the annual average income of Kentuckians within five-year age ranges (i.e., 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64) is calculated and disaggregated by educational attainment level (i.e., high school diploma/GED; some college, no degree; associate degree; bachelor's degree; graduate degree). Then, those eight annual average incomes are multiplied by five (i.e., duration of age range) for each educational attainment level and summed across the lifetime.

## Figure 12. Net General Fund Investment in the Class of 2010 (Public Institutions Only)

**Average Net General Fund (GF) Appropriation per Full-Time Equivalent (FTE) Student** – Net GF appropriation per FTE student is calculated by taking the number of students enrolled statewide in public institutions (fall semester only, all levels of students and high school dual-credit students), weighted by the number of credit hours they are taking, divided by the total state General Fund appropriation amount for that year (as reported to the Southern Regional Educational Board). To arrive at an average appropriation at each level, the dollar amounts for each year in the median time to degree are used (e.g., if median time to degree is 2 years, dollar amounts for 2010-11 and 2011-12 are averaged). This methodology assumes all students started in the fall 2010 semester, thus slightly overestimating per-student appropriations because not all students started immediately after high school and funding amounts decreased in each year of the analysis.

**Median Time to Degree** – same as Figure 1, except for the sample size, which is  $n = 40,331$

**Total Net GF (General Fund) Appropriation Per FTE (Full-Time Equivalent) Student** – the average net GF appropriation per FTE student at each level multiplied by the median time to degree.

**Number of Students in the Cohort** –  $n = 24,839$

**Total Net GF Investment in the Cohort, by Level** – the total net GF appropriation per FTE student multiplied by the number of students in the cohort at each educational attainment level.

## Figure 13. State Financial Aid Investment in the Class of 2010 (Public Institutions Only)

**Number of Students in the Cohort** –  $n = 24,839$

**Average (Avg.) CAP and KEES Disbursement per Student** – the total amount of CAP and KEES disbursed to the cohort (from 2010-11 to 2017-18), divided by the number of students at each educational attainment level (i.e., some college, certificate/diploma, associate degree, bachelor's degree, graduate degree).

**Total State CAP and KEES Investment** – Number of students in the cohort multiplied by the average CAP and KEES disbursement per student at each educational attainment level.

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## Figure 14. Total State Higher Education Investment in the Class of 2010

The total net GF investment in the cohort (Figure 12) plus the total state CAP and KEES investment in the cohort (Figure 13).

## Figure 15. Individual Taxes and Spending Over a Lifetime by Education Level

Using the Brookings methodology, “Expenditures by local category, all households, United States, 2014” (table 1) was updated using Kentucky 2017 Consumer Expenditure Survey data. The percentage of “local spending” was 39.56% in 2014 and 40.11% in 2017. Therefore, this study confirmed that 40% of total spending is local, same as in the Brookings methodology.

The “Average annual income and spending by category, households by educational attainment of highest educated member, United States, 2014” (table 2) was updated using Kentucky 2017 Consumer Expenditure Survey data for two columns: “Before tax income” and “Total spending.” The “State and local taxes” column was calculated based on a uniform 6% of the before-tax income for all educational attainment levels to reflect Kentucky tax law. The “Local spending” column was calculated using the same percentage (by educational attainment level) as the 2014 study, which ranged from 52% to 48% (decreasing as educational attainment level increased).

The lifetime “earnings,” “total spending,” “local spending” and “state and local taxes” were calculated the same as in the Brookings study. The average income (basic variables: SEMP + WAGP) by educational attainment level (basic variable: SCHL) for each age (basic variable: AGEP) group was determined using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS) person file. Persons ages 25-64 were segregated into eight groups, 5-year age ranges (e.g., 24-29, 30-34, 35-39, 40-44, etc.), with identifiable educational attainment level by person. The average income, by educational attainment level and age range, was multiplied by the percent of spending shares (i.e., total spending divided by income before taxes). That value was multiplied by five (for the five years it represents and is the “lifetime earnings”), then summed for all age ranges and labeled lifetime “total spending” “local spending” and “state and local taxes”. Dissimilar to the Brookings methodology, the net present value of earnings was not adjusted (same as in Indiana's ROI report ).

## Figure 16. Total Return on Investment for the Class of 2010

The total state and local taxes and spending by educational attainment level (Figure 15) multiplied by the number of students in the cohort at each educational attainment level (public institutions only).

## Figure 17. Average Per-Student Return on Investment (Over a Lifetime, for the State)

**Return** - Individual state and local taxes and spending by education level (Figure 15).

**State Investment by Education Level** – Total net GF Appropriation per FTE student (Figure 12) plus the average CAP and KEES disbursement per student (Figure 13).

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## **Figure 17. Kentuckians Out of the Labor Force or Unemployed in 2017, by Education Level**

Calculations were made by using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS):

Workforce Participation – person file, basic variable: COW, value: 9.

## **Figure 18. Participation in State Entitlement Programs by Education Level**

Calculations were made by using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS):

Medicaid – person file, basic variable: HINS4, value: 1.

SNAP – person and housing file, basic housing variable: FS, value: 1.

Social Security Income – person file, basic variable: SSIP.





**Kentucky Council on  
Postsecondary Education**

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December 2019

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# CPE Meetings – January 23-24, 2020

University of Kentucky Gatton Student Center  
160 Ave of Champions, Lexington, KY 40508



<b>Thursday, Jan. 23, 2020</b>	<b>Location</b>
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<b>10:00-NOON</b>	<b>ANNUAL DATA BRIEFINGS – PART 1A</b> 10:00—Statewide data briefing 10:30—Kentucky State University 11:00—Eastern Kentucky University 11:30—Murray State University	Executive Boardroom Rm 375
<b>NOON-1:00 PM</b>	<b>LUNCH BREAK</b>	Rm 330AB
<b>1:00-3:00 PM</b>	<b>ANNUAL DATA BRIEFINGS – PART 1B</b> 1:00—Morehead State University 1:30—Northern Kentucky University 2:00—Western Kentucky University 2:30—KY Community & Technical Colleges	Executive Boardroom Rm 375
<b>3:00-3:30 PM</b>	<b>BREAK</b>	
<b>3:30-4:45 PM</b>	<b>UK CAMPUS WELCOMING &amp; TOUR</b>	Social Staircase (Info Desk 1)
<b>5:00-7:00 PM</b>	<b>RECEPTION &amp; DINNER</b> 5:00—Reception 5:45—Dinner	<i>offsite</i> Hilary J. Boone Center

<b>Friday, Jan. 24, 2020</b>	<b>Location</b>
------------------------------	-----------------

<b>8:30-9:30 AM</b>	<b>ANNUAL DATA BRIEFINGS – PART 2</b> 8:30—University of Kentucky 9:00—University of Louisville	Executive Boardroom Rm 375
<b>10:00 AM</b>	<b>BUSINESS MEETING</b> *A box lunch will be provided during the meeting.	2 <sup>nd</sup> Floor Grand Ballroom C Room 212C

**TITLE:** Review of Expiring Administrative Regulation  
13 KAR 2:025 – *College preparatory education*

**DESCRIPTION:** Staff will discuss the regulation and its recommendation for action. After discussion by the Committee, it will be presented for action at the January 24, 2020 Council meeting.

**PRESENTER:** Travis Powell, Vice President and General Counsel

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### **Reason for Review**

House Bill (HB) 50, signed into law in the 2017 Regular Session, amends the statutes governing administrative regulations, KRS Chapter 13A, and requires that action be taken on an administrative regulation at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect “as is,” or amend the regulation within 18 months. Agencies can also choose not to take action and allow regulations to be repealed after the expiration date.

The first date of expiration outlined in HB 50 was July 1, 2019 for regulations last adopted or amended on or before July 1, 2012, but due to the passage of HB 4 in the 2019 Regular Session, the first date of expiration was extended to March 1, 2020. The issue of regulation expiration was generally discussed with the full Council at the February 22, 2019 and April 25, 2019 meetings.

### **Regulation to be Reviewed**

[13 KAR 2:025](#) – *College preparatory education* is the Council’s regulation promulgated to meet this requirement. The regulation was adopted in November 2002 and will expire on March 1, 2020 without Council action.

Related statute: KRS 164.098(1) requires that the Council promulgate administrative regulations that require public postsecondary institutions to grant credit toward graduation

to a student who scores at least a three (3) on a College Board Advanced Placement examination.

**Recommended Action**

Council staff recommends that 13 KAR 2:050 remain in its current form. The regulation continues to meet the statutory requirement and institutions remain in compliance.

**TITLE:** Essential Skills Profile Proposal

**DESCRIPTION:** Staff will discuss the Kentucky Essential Skills Profile Proposal, which would communicate the most common and highly valued postsecondary learning outcomes.

**PRESENTER:** Melissa Bell, Vice President of Academic Affairs

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## **SUPPORTING INFORMATION**

Education is a transformative process that extends beyond the training of the mind. Dr. Martin Luther King said, "Intelligence plus character...that is the goal of true education." The Kentucky institutions of higher education are committed to impacting students' lives during their studies and after graduation through quality instruction and supportive environments.

As part of our ongoing efforts to demonstrate how *Higher Ed Matters*, CPE staff researched literature on the purposes and goals of higher education, evaluated numerous national learning frameworks<sup>1</sup>, and identified the general education and institutional learning outcomes of Kentucky public institutions to create this statewide profile of a Kentucky postsecondary graduate.

The purpose of the Kentucky Essential Skills Profile is to communicate some of the most common and highly valued postsecondary learning outcomes. The Profile will help students articulate what they learned in college, employers better understand what students learned in college, and the public to better understand what postsecondary learning is and what graduates can do. This knowledge will create better advocacies for higher education and more opportunities for collaboration between education and industry.

---

<sup>1</sup> These characteristics have been mapped to the Essential Employability Qualities (EEQ) published by the Quality Assurance Commons, and the learning outcomes of Liberal Education and America's Promise (LEAP), the Degree Qualifications Profile (DQP), and the National Association of Colleges and Employers (NACE).

While these outcomes are common across institutions, each institution provides a unique experience and each student has a unique experience within the same institution. However, in general, students should be able to build upon their learning experiences inside the classroom and through co-curricular experiences to graduate with these essential skills. Ideally, general education and program curricula are intentional and scaffolded to provide opportunities for students to not only be introduced to these essential concepts but to build upon them over the course of their college careers. In addition, experiences outside the classroom, such as participating in student groups and partaking in experiential learning activities, also contribute to a holistic, integrated educational experience that leads to the attainment of these essential skills.

The following characteristics\* are considered essential to the success of students in higher education. They are sought highly by potential employers and are also qualities that help define responsible citizenship. Students graduating from public postsecondary institutions in Kentucky will have had multiple, intentional opportunities to develop their abilities to:

1. Communicate effectively by listening, weighing influencing factors, and responding accurately and professionally.
2. Think critically and creatively to express ideas and provide solutions guided by data, quantitative reasoning, and the best methodologies for arriving at informed conclusions.
3. Lead inquisitively and entrepreneurially as they seek innovation and new ideas to advance society.
4. Demonstrate cultural competency by collaborating, communicating and working openly and respectfully with people with different perspectives, ideas and cultural beliefs to the benefit of modern societies and future generations.
5. Adapt to changing circumstances proactively, seeking to boldly lead change and support others through the opportunities change presents.
6. Conduct themselves ethically, honestly, and with integrity.
7. Discipline themselves to act responsibly and independently within their organizations and society while maintaining the standards of professional behavior.
8. Engage in continuous intellectual pursuit and readily develops and embraces new ideas and tools for advancing their organization and community.
9. Perform with mastery within their chosen field or occupation.

This profile is not a guarantee that students have attained these characteristics to a prescribed level of proficiency. It is, however, a foundational document to guide further discussions at the state level around the purposes and values of higher education.

# Adult Learner Convening

Registration

Lodging

Directions to hotel

Poster Submission Guidelines

## The Comebacker Convening: Improving Adult Access and Success

*Feb. 6-7, 2020  
Louisville Marriott East*

For Kentucky to achieve its educational attainment goal (60% of Kentuckians with a college credential by 2030), we must enroll and graduate more adult students. As the population skews older, higher education institutions will need to make degree programs work for students balancing a career and family. For these “comebackers,” flexibility, price and workforce relevance are critically important. This convening, co-sponsored by CPE and The Graduate! Network, focuses on ways your campus can effectively recruit and serve the adult market.

Speakers on the program include:

- **Danette Howard**, senior vice president and chief strategic officer, Lumina Foundation.
- **Matt Bergman**, program director at University of Louisville and author of *Unfinished Business: Compelling Stories of Adult Student Persistence*.
- **Mike Krause**, executive director of the Tennessee Higher Education Commission, which administers the nationally renowned Tennessee Reconnect initiative.
- **Hadass Sheffer**, president, The Graduate! Network.
- **Jay Box**, president, Kentucky Community and Technical College System.
- **Aaron Thompson**, president, Kentucky Council on Postsecondary Education.

**Cost:** Registration is \$150 per person, but each of Kentucky's public and AIKCU campuses are allotted a certain number of free slots. Please contact your institution's provost office to see if all voucher codes have been used prior to registering.

**Registration deadline:** Registration will close on Jan. 15, 2020.

**Lodging:** A block of rooms will be available at the Louisville Marriott East until Jan. 15 at a cost of \$143 per night. To reserve a room, visit <https://book.passkey.com/event/50016900/owner/2768/home>.



# Overview of Agenda

## Thursday, Feb. 6, 2020

9:30-11:30 a.m.	Plenary sessions
11:30-12:30 p.m.	Networking lunch
12:45-4:30 PM	Plenary and breakout sessions
4:30-5:30 PM	Networking reception

## Friday, Feb. 7, 2020

7-8 a.m.	Networking breakfast
8 a.m.-1 p.m.	Plenary and breakout sessions
1 p.m.	Adjournment

## Call for participation in the poster session

We invite each campus to bring a poster showcasing your institution's adult-friendly practices, programs and policies. To participate, please view [the guidelines](#).

## Questions?

- Programming questions can be directed to: [melissa.young@ky.gov](mailto:melissa.young@ky.gov)
- Logistical questions can be directed to: [heather.faesy@ky.gov](mailto:heather.faesy@ky.gov)

Last Updated 12/19/2019